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CSREES LISTENING SESSION

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UNITED STATES DEPARTMENT OF AGRICULTURE

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Meeting of CSREES Listening Session,

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United States Department of Agriculture, taken on

14

Thursday, October 25, 2001, commencing at or about 8:30

15

a.m. in the office Southern Regional Research Center,

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1100 Robert E. Lee Boulevard, New Orleans, Louisiana

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Caption

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SPEAKERS:

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James Spurling

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Dr. Gary Cunningham

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Dr. Jordan

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Philip Schwab

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Terry Brase

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Gene Nelson

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Dr. Blackmon

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Rosalie Bivin

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Buck Vandersteen

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Adell Brown

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Ethel Tarlton

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Woody Cruise

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Jeffrey Bastuscheck

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Carolyn Falgout

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Beth Gamble

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20	Sharon C. Klein	
21	Certified Court Reporter	
22	State of Louisiana	
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1 MR. SPURLING:

2 My name is Jim Spurling. I am Assistant
3 Administrator for the Public Liaison to the Cooperative
4 State Research Education and Extension Service. I
5 along with Phil Schwab, who is the Legislative Director
6 and Science Policy Advisor for CSREES have been
7 conducting these listening sessions around the country.
8 We started in Pennsylvania back in early October. We
9 went to Minnesota. We recently were in California and
10 this will be the final of these listening sessions
11 today in New Orleans.

12 Our primary reasoning for the listening
13 sessions was to try to find out how our programs are
14 working, if they are working, if they need adjustment
15 administratively or if they need adjustment
16 legislatively, perhaps we can take that message to
17 Congress and make those adjustments in the farm bill.

18 The farm bill is still very active in
19 Washington. It's kind of been sidelined because of the
20 other activities I am sure that you read about because
21 of Anthrax basically shutting down the buildings.
22 However, it has brought us closer together. The Senate
23 Ag Committee is housing themselves in our building, the
24 Whitten Building. So we actually have better access
25 with some of them now then we did before. We see them

1 in the halls.

2 I also want to take a moment to thank Pat
3 Jordan. Dr. Jordan, thank you for all your efforts in
4 helping us put this together. You have a long history
5 with our agency as well as with ARS our sister agency.
6 I have a little experience with both myself. I worked
7 in the under secretary's office prior to coming onboard
8 with CSREES. I have worked on ARS problems as well as
9 CSREES problems. We thank those of you who have come.

10 We have a list of people who are going to
11 testify today and some of them probably will not show
12 until 20 or 30 minutes before they are ready to speak.
13 Right now, I would like to take a moment and introduce
14 our new Associate Administrator, Dr. Gary Cunningham
15 who came to us from the New Mexico State University.
16 Gary, you have been on board for four or five weeks?
17 Gary, if you would say a few words to everyone.

18 DR. CUNNINGHAM:

19 Thank, you Jim. I really am brand new at
20 this job, so don't ask me any questions. I am really
21 here to learn. I have been on a steep learning curve
22 here. This is part of the learning process.
23 Actually, a meeting like this is very important to an
24 organization like CSREES.

25 Getting there for the first time I

1 suddenly realized after a few days I was there working for
2 an agency that didn't do anything which kind of takes
3 me back. So really when you think about it we are
4 really incredibly dependent upon all of you to actually
5 perform the tasks, right, that we say we are gathering
6 resources to do. So it is very important for us to
7 learn from you how we can improve the service that we
8 provide. So the information that you give to us at
9 meetings like this is very important in terms of
10 allowing us to run the programs where you can actually
11 deliver the goods. So we want to learn from you what
12 we can do to help you deliver the goods and makes us do
13 it better. If I could just take a moment, I would like
14 to call on Dr. Jordan to welcome us to his home.

15 DR. JORDAN:

16 You are warmly welcome to the Southern
17 Regional Research Center. It is part of the
18 agriculture research service. It has been here for
19 those of you that haven't been in the area it has been
20 here about sixty years. It was built as a result of
21 the 1938 Agriculture Adjustment Act, we call that the
22 Farm Bill nowadays. What we do here is we have here
23 about a half million square feet of laboratory space
24 and we focus on problems particularly important in the
25 south, but a number of them which are across the

1 country; heavy focus on cotton, heavy focus on formosan
2 termites; heavy focus on sugar and rice and so on and
3 other program areas. We work very closely with the
4 institutions that belong to CSREES, namely, the Land
5 Grant Institutions in particular and we have a
6 relationship with about thirty of them. The family
7 relationship that you refer to is indeed so. Thank you
8 so much for coming.

9 MR. SPURLING:

10 Thank you, Dr. Jordan.

11 The number one reason, obviously, we want
12 to find out if there are adjustments we can make to our
13 programs that can help reach the conclusions through
14 Research and Extension that is most helpful to our
15 country. Another thing we have a very selfish reason
16 for doing this. When Chairman of the Agriculture
17 Committee, Mr. Combest, asks us, well, are you getting
18 out to your stakeholders and finding out what you are
19 suppose to do? I can say, yes, we are. We are trying
20 to travel and we are trying to listen. Congress has
21 made it very clear to us that that is something they
22 want us to do. They don't want us sitting in
23 Washington deciding how to spend tax payers money.
24 They want us to get out in the country and make sure
25 that the dollars are going to solve the problems that

1 need to be solved exactly like the termite problem they
2 have in New Orleans. Everyone in Washington knows the
3 efforts ARS is putting behind that effort and how
4 important it is. Those are the kinds of things that we
5 want to be totally involved with the land grant
6 community. We want people to understand the land grant
7 community is helping to solve those problems as well.

8 The House of Representatives, which is my
9 background, I spent 18 years as the Chief of Staff for
10 Congress Harold Buckman, who is a senior member of the
11 House Agriculture Committee. I went through five farm
12 Bills. I am going through another one in process now.
13 The House is finished their job as far as they see it
14 on the farm bill. They have made great adjustments to
15 the so called Freedom to Farm Act and right now we are
16 seeing three efforts under way in the Senate for the
17 most part. There is a group of Senators who are
18 supporting that House bill. We would like to see that
19 House bill passed pretty much intact and moved on.

20 The administration has probably been as
21 negative about that House bill as any administration I
22 have seen come out in their statement about a bill.
23 They found nothing they liked about the bill. They
24 basically said that in their administration statement.

25 Senator Lugar from Indiana has authored a

1 bill that most of us feel is probably as close to what
2 the administration wants as you will see. In fact, I
3 think, they have been very helpful with Senator Lugar
4 in drawing that bill and putting that bill together.
5 It pretty much follows -- I don't know if anyone has
6 seen the Secretary's small book on her -- what she sees
7 as the future of agriculture. That bill is pretty
8 close following in that track. It is a change.

9 Phil and I were talking about it this
10 morning. He will talk a little bit more to you about
11 it. He has read it. I haven't. He read the summary.
12 It is a totally different look at agriculture
13 legislation than anything we have seen before, at least
14 that was Phil's description this morning.

15 Senator Harkin, which is the former home
16 ground of Phil Schwab, he worked on Senator Harkin's
17 kin staff. As Chairman he is still continuing to work
18 on putting together a bill. That is the staff that I
19 am talking about that I am seeing in the halls of the
20 Administration Building. Charlie Rawls, who is now
21 the Chief Counsel for the Senate Ag Committee, I've
22 seen him every day and he is working as are many other
23 staff members still trying to put together a bill.

24 As he described it, he doesn't know if
25 they will get to a bill this fall, but that is their

1 job. They will continue to do it until they are told
2 not to do it anymore. They are trying to get it ready
3 in case Senator Daschle calls it up. Given this current
4 situation I think they found Anthrax in one of the
5 elevators yesterday. It is like every day we find
6 spores somewhere else. Friends of mine that work on
7 the House side are now housed in the GAO Building.
8 They are allowing three staff members to set up a small
9 operations for each member of Congress. They have been
10 told not to expect to go back to their buildings
11 probably the rest of this Fall.

12 If that is the case and given the fact
13 that it is really hard for these members to work
14 without staff, we may see a wrap-up of this session
15 pretty quickly. That is up to them. We will see how
16 that works. It won't be assigned no matter what. It
17 will be a determined subject to the call of the Chair
18 type situation. Without staff it is very hard for them
19 to work and it is very hard to have your staff clear
20 across town while you are trying to work in the Capitol
21 and they are finding Anthrax here and they are finding
22 it there. So it is a hectic situation in Washington
23 right now.

24 I would like Phil, if he would to give us
25 a little run down of what you think where the committee

1 is and what the Lugar bill virtually does that hasn't
2 been done before. Phil Schwab.

3 DR. SCHWAB:

4 Well, I guess once we get through
5 talking, all of us from Washington that is, we will
6 actually do some listening. I basically, I looked
7 through a little bit of the Lugar bill. I am not going
8 to focus too much on the commodities programs, but what
9 I would like to talk about is some of the research
10 areas that are in both the Secretary's policy book and
11 are reflected in what we having been working with the
12 Senate Committee so far.

13 Relative to the commodities titles of the
14 Lugar bill and of the Secretary's philosophy, the bill
15 moves more from a commodity support from a subsidy
16 program to a risk management program. It is sort of
17 taking some of the philosophy that Senator Lugar and
18 the Secretary have been talking about relative to the
19 small number of producers that receive the bulk of the
20 payment that the government uses to support commodities
21 and spreading it across a larger number of farmers.

22 So the full analysis isn't in on what the
23 actual bill does. But what they claim that it does is
24 that it gives a smaller amount of money to more farmers
25 and it increases the number of commodities that can be

1 eligible for payments as well. So for instance,
2 horticultural producers who have not up to this point
3 received direct commodities support payments will be
4 eligible for risk management vouchers or payments under
5 this program.

6 A lot of the philosophy behind that
7 movement is that farmers are managing -- they are
8 spending a great deal of management time on managing
9 their production to maximize their farm program
10 benefits, rather than spending their management time on
11 the actual production efficient.

12 Another concern that has grown in the
13 Midwest and I don't know if it is as much a problem in the
14 south is that farm payments have been capitalized into
15 land values and so the farm payments aren't necessarily
16 going to support the income of the farmers, they are
17 going into inflated land prices and therefore raising
18 the costs of production overall to producers and also
19 raising the entry costs to new farmers. So that is
20 some of the philosophy behind what the Lugar Bill calls
21 the risk management title rather than the commodity
22 title.

23 There is also a renewed emphasis on
24 conservation programs. There is an increase in the
25 conservation reserve programs to forty million acres

1 across the country. There is an increase in the
2 Environmental Quality Incentive Program and the
3 Wetlands Program. There is an argument that this is a
4 very environmentally friendly Bill as well.

5 One thing that the Secretary has made
6 clear since she took office in January is that science
7 and research are going to be at the core of many of her
8 programs and that is from both a technological
9 development standpoint and from the standpoint of
10 protecting American agriculture, the regulations that
11 the USDA does to insure food safety and the health and
12 well-being of the plant and animal production in the
13 United States. This is reflected strongly in her
14 policy book where she underlines that the
15 infrastructure of the USDA is based on a sound
16 scientific and technological base. She talks broadly
17 about how we need to have renewed investments in the
18 science that underlies our regulatory agency. That we
19 need to be pursuing new technology in bio-technology
20 and pest control and animal health. I think that that
21 has also taken on renewed emphasis since this new
22 bio-terrorism threat that has emerged in the country.

23 The Research Title of the farm bill both
24 in the House and the Senate is not the most exciting
25 part of the bill to be sure. In 1998 we did do a large

1 rewrite of the Research Title and added a lot more
2 oversight over many of the programs, including this
3 requirement that we go out an access input from out
4 stakeholders. So we are here today partially because
5 of the activities in 1998. So what you see in the
6 Research Title of the new farm bill is basically a
7 refinement and a clarification of some of those new
8 oversight mechanisms that were part of the 1998 bill
9 and encouragement to do more of this type of activity.

10 Senator Lugar does have a large
11 investment in his bill for the new initiative for
12 future agriculture and food systems, which is a new
13 research grant mechanism administered by CSREES. His
14 Bill will raise that program from the current 120
15 million dollars a year to 360 million dollars a year.
16 So that is quite a significant investment in research,
17 education and extension activities. Given those types
18 of opportunities and the fact that we have a two year
19 history with this program, that is why we are here
20 today.

21 We want to know is this philosophy of
22 integrating, research, education and extension Programs
23 working for you as university faculty, for you as
24 producers, as representatives of the producer
25 community, as folks working in urban and rural

1 communities across the country where we are in
2 conjunction with basic science laboratories like with
3 this Southern Research Center and with our Extension
4 staff and with our educators at the universities. Are
5 the programs working together to meet the needs of the
6 community at large? That is why we are here today. We
7 will be back for sure. We are learning how to do this
8 stakeholder input process. As we get better at it, we
9 will hear more from you I am sure.

10 So let me just say that the process
11 doesn't end here today. That our agency is very
12 committed to an open dialogue with folks at all times.
13 All of our requests for proposals contain a
14 solicitation for comment on those requests for
15 proposals. So if you are, for instance, applying for
16 one of our bio-technological risk grants and you don't
17 think we got it quite right in what we were asking for,
18 tell us. If you are a producer who hasn't seen
19 anything come out of the manure management part of the
20 initiative for future agriculture and food systems and
21 you want to know where that multi-million dollar
22 program is headed, tell us about it. Because if things
23 aren't working for you, then we are not doing our job
24 correctly. That is why we are here today. If you have
25 any other questions about the Farm Bill or legislation,

1 please see me during the breaks or afterward. Thank
2 you.

3 MR. SPURLING:

4 One other thing I did want to cover. We
5 had a breakout session afterward and because of the
6 size of the number of people we have we basically
7 altered the other listening sessions. I plan to at this
8 listening session to do one basic round-table type of
9 discussion. We will do that today if that is okay with
10 everyone.

11 So it is 9:00. Actually we are on
12 schedule for once in our lives. The first scheduled
13 speaker is Adell Brown who is not here. Next is
14 Dr. Terry Brase.

15 DR. BRASE:

16 Good morning. My name is Terry Brase. I
17 am Agriculture Technology Director. AgKnowledge is a
18 National Center of Excellence partially funded by the
19 National Science Foundation, to enhance the science
20 mathematics and agriculture technology education at
21 U.S. community colleges. As director of AgKnowledge I
22 represent a consortium of 18 gathering community
23 colleges and 50 other participating community colleges.
24 I want to excuse the cloudy overheads I will be using.
25 I found traveling in airports -- traveling with a

1 computer is not really conducive lately. I moved to
2 using the low tech methods of presentation.

3 I am here today to discuss the value that
4 community colleges provide to provide the next
5 generation of Americans the knowledge, technology and
6 applications necessary to enhance the competitiveness
7 of U.S. agriculture. I do have some brochures and
8 cards to share a little more information about it. The
9 National Science Foundation is interested in the
10 technology, science and mathematics at schools, all
11 levels in the nation. They are particularly interested
12 in the community colleges and agriculture department.
13 We are funded with three million dollars for the next
14 three years to start up this national center.

15 Our goal is to enhance the technology,
16 science and math at community colleges that have
17 agriculture across the nation. We have one basic
18 belief that the ability to be able -- with the merging
19 technology, the bio-technology and informational
20 technology and geospatial technology to enhance the
21 farmers that will be able to use the technology -- we
22 need to have a special emphasis on the education of
23 what I am here to speak about, specifically, is the
24 advantages that community colleges offer in this
25 education process. I would like to also speak a little

1 bit more on the role and the cooperation that community
2 colleges can have within that education process.

3 First of all, I believe that community
4 colleges have an accessible advantage. There is
5 approximately 1300 community colleges across the nation
6 that can reach a number of the farmers and workers
7 wanting to upgrade their skills. Community colleges
8 offer campuses at many local sites throughout a
9 specified district. As an example, Kirkwood Community
10 College has 11 off campus education facilities spread
11 over a 10 county area. These sites offer a variety of
12 courses that fit the needs of the local community.

13 Flexible programing, community colleges
14 have the advantage of being able to adjust their
15 program of studies to meet the students needs, offering
16 part-time or full-time programs of studies. It is
17 recognized that an individual's goals may not be to get
18 a degree, but to attain certain skills for a career.

19 We have quick response to community
20 needs. We have a variety of advisory boards to work
21 very active and work very closely with the departments,
22 instructors and administration. As an example,
23 Kirkwood Community College was able to develop a
24 two-year degree program in Agricultural Geospatial
25 Technologies and the associated courses in one year.

1 This program is now in its second year of operation.

2 The staff provides focus on teaching.

3 They have a close contact with students and are able to
4 concentrate on classroom instruction, hands-on training
5 and spending time with students. Faculty has direct
6 teaching responsibilities with class sizes from 15-30
7 students. They have close contact with stakeholders in
8 their specific areas.

9 The real focus at community college is on
10 technician education. As an educator and I am on
11 several national boards that are studying the career
12 structure, career pathways is what they are referring
13 to. We found there is a continuum of careers existing
14 in agriculture, requiring a range of education. Many
15 of the new careers that make use of the emerging
16 technologies are technician careers that only require a
17 two-year degree. Community colleges are well suited to
18 provide this type of education with the staff and their
19 use of hands-on laboratories. There is that continuum
20 of job opportunities. The two year community colleges
21 train those technicians. Many of the emerging
22 technology requires only a two year degree.

23 Along with that technician education, we
24 make extensive use of farm laboratory or laboratories.
25 It is a very hands-on type of education. Community

1 colleges have had a history of cooperation with
2 secondary schools and universities. That is very
3 important because it is the secondary schools that they
4 get the basic science, math and computer skills that
5 are needed to continue their education and that is also
6 where we recruit the students into agriculture. If I
7 must say there has been, I guess, a departure from the
8 farm kids, if I can call them that, from entering
9 agriculture. Some of our best, most knowledgeable,
10 brightest farm kids are leaving the agriculture
11 industry to go into computer science or other high tech
12 positions. There are high tech positions in
13 agriculture. We want them to come and work in
14 agriculture. That will benefit the agriculture
15 industry.

16 Most community colleges have articulation
17 agreements with universities that allows community
18 college students to have a term degree entering the job
19 market as technicians or continue on with that four
20 year university. I believe that because of these
21 advantages it has resulted in -- many community
22 colleges around the nation have been able to
23 successfully provide advanced technological education
24 with two year degrees. It includes many hands-on
25 experiences and critical thinking skills.

1 The community college, for example, I am
2 from, Kirkwood Community College, we have started last
3 year the agriculture GPS Technology Program. We
4 currently have 30 students. These students are being
5 trained in the fundamental aspects of precision
6 farming. Then they take agriculture commercial GIS
7 and data classes using specific technology and go out
8 in the field and collect. They are able to down load
9 resources and integrate that to a GIS. That is why I
10 can travel around the country these last two weeks. My
11 students are in class doing that on their own. They
12 are in a data collection model these last two weeks.
13 That is one example there that many other community
14 colleges have integrated that technology into their
15 programs. This is the impact community colleges are
16 making in the nation.

17 Community colleges are gaining a
18 reputation of providing a quality education. Twenty
19 years ago they were known as a place where the student who
20 couldn't quite make the university grade went to get an
21 education. I think that is becoming outdated.
22 Community colleges are being considered a place where
23 we can get a quality education. Many community
24 colleges are offering new technology programs that is
25 meeting the industry needs because of the quick

1 response, because the stakeholders are right there in
2 the community. The community colleges are able to
3 communicate, cooperate with those stakeholders with
4 those industries and develop a two year degree program
5 that meets those local needs. We have been able to
6 offer those two year degree programs based on the
7 technical education. They are rigorous. The community
8 colleges has a remedial support system.

9 Because community colleges have a basic
10 open enrollment we accept everybody. We have to have a
11 very advanced remedial support system to support some of
12 the students that are coming to us, to give you an
13 example with my GPIS program.

14 The low cost of education for tuition for
15 students at community colleges, on a national average
16 per semester, is less than half the tuition at
17 universities. The same concept applies to federal
18 grant funding, for which community colleges typically
19 have a relatively low indirect cost rate.

20 These advantages of community colleges
21 have resulted in increasing enrollments at community
22 colleges nationwide; a reputation for quality
23 education; many new programs nationwide in agriculture
24 technology to meet industry needs; rigorous technical
25 education with remedial support structure; BS graduates

1 coming to community colleges for additional specialized
2 courses; increasing federal grant funds from U.S.
3 Department of Education and the NSF.

4 I would like to summarize by saying the
5 specific roles that community colleges can participate
6 in to enhance the effectiveness of existing or future
7 education or Extension programs. Specific roles for
8 community colleges are: Articulated courses between
9 community colleges and universities in the area of
10 agriculture technology to producers and technicians.
11 To work with secondary schools to enhance agriculture
12 education and recruitment of high quality students into
13 the agricultural workforce. Cooperate with Extension
14 in sharing facilities, equipment and expertise for
15 educational programs that apply analytical and
16 synthesis, cognitive skills to the use of new
17 technologies. Offer specialized courses and support
18 for the current workforce to gain skills in applying
19 geospatial analysis skills for decision making.

20 We can offer community base seminars and
21 workshops and teach the application of the merging
22 technology. For the last several years I and my
23 consortium of the community colleges offered night
24 courses and afternoon courses similar to Extension and
25 we try to work with Extension on those. A large one is

1 cooperating with Extension for educational purposes.

2 I rode from the hotel to here with a
3 gentleman from Extension in Alabama. I think he
4 recognized community colleges to be a very valuable
5 partner with Extension because of the advantages we
6 talked about earlier. But I think what community
7 colleges offers Extension, specifically, is resources
8 such as computer laboratories, staff and community
9 colleges are more than willing to work with Extension
10 on that.

11 Many of the Extension Services workshops,
12 seminars, concentrate on the awareness learning level,
13 whereas many of the workshops and courses that
14 community colleges offer concentrates on the synthesis
15 and the analysis, cognitive level of learning. In
16 other words, hands-on, getting the data and actually
17 doing it and creating something with it. I think we
18 can offer those as advantages. We offer specialized
19 course support for the agriculture workers and
20 technology. For example, I offered spatial analysis
21 workshop to a variety of agriculture industries where
22 for three days we use data collected at Kirkwood's
23 laboratory and the current agriculture workforce go
24 through, for example, analyzing the data and developing
25 a position -- from a few sidebars is what I would

1 suggest -- since asked for suggestions.

2 The current definition of higher
3 education that the USDA uses limits restrictions of
4 funding to community colleges. We have attempted to
5 apply for several funding grants through the USDA which
6 defines higher education being university level,
7 specifically, Land Grants. I believe out of 27 million
8 dollars -- and maybe I shouldn't say the amounts. They
9 are a little fuzzy to see at this point. The majority of
10 that went to universities for Extension. There was
11 \$500,000 available for secondary schools and two year
12 post secondary colleges of which we were told the
13 majority of that because it was such a small amount was
14 -- automatically to go to secondary schools.

15 Again, I feel the community colleges were
16 restricted in the amount of money that we could
17 receive. I would like to suggest a career study to
18 identify new careers and education requirements. We
19 have made extensive use of this study here that many of
20 you may have seen and we do have Secretary Veneman's
21 Agriculture Policy that we have made use of.
22 This study I might add is kind of a marketing piece.
23 It does show there is a need for agricultural jobs out
24 there, but the structure of Occupational Titles is
25 approximately ten to 20 years old and it does not

1 address the support of technology careers or the need
2 for the merging technology.

3 My third suggestion, I guess if you can
4 call it that, focus funding at the technician level.
5 As I said, many of the new jobs that are being created
6 out there are at the technician level. They are the
7 ones that are using this new technology. There is a
8 severe need by industry and farmers to receive support
9 in those areas.

10 So thank you very much for the time. I
11 really appreciate being able to come here and say my
12 peace. I will leave these brochures up here. If
13 anyone is interested in the getting more information,
14 I will be available afterward also.

15 MR. SPURLING:

16 Terry, thank you very much. I think you
17 hit on exactly the information we are trying to get.

18 I have next Gene Nelson with C-FARE. Gene
19 Nelson.

20 MR. NELSON:

21 Good morning. I have some prepared
22 comments, but I will probably speak extemporaneously.
23 I serve as head of the Department of Agricultural
24 Economics at Texas A&M University. I also serve as the
25 Chair of the Board of the Council on Food, Agricultural

1 and Resource Economics known as C-FARE.

2 This is a non-profit, non-partisan
3 organization. One of our primary goals is to educate
4 policy makers about the actual and potential
5 contributions of applied economics research and
6 education. Although we have this title in our
7 department at Texas A&M called Agriculture Economics,
8 we are in the process of broadening that scope. A lot
9 of what we do goes beyond agriculture today and what we
10 are seeing with CSREES is developing into a broader
11 mission because of that inter relationship with the
12 rural communities, the natural resource issues,
13 environmental concerns, as well as food safety
14 nutrition that many times the word agriculture doesn't
15 capture and encompass in at least many people's minds.
16 We don't think more broadly, that is using applied
17 economics.

18 We work actively to represent the applied
19 economics profession in science policy, priority
20 setting, budgets determined at federal level,
21 collaboration with other science and professional
22 societies and government agencies.

23 This board that I chair includes
24 representation from the department heads of agriculture
25 and applied economics departments around the country as

1 well as advisory or participation by many. This
2 council values the programs of CSREES. The research,
3 Extension and education opportunities provided through
4 these programs provides a valuable source of support
5 for our research and educational programs that are
6 carried out around the country.

7 Particularly, I am going to focus on the
8 National Research Initiative, Initiative for Future
9 Agricultural and Food Systems, and the Fund for Rural
10 America, as well as other programs, applied economists
11 have been able to develop a better understanding of the
12 impact of various public policies. I know that we have
13 been -- our greatest impact is providing a better
14 understanding about the proposed legislation like the
15 Lugar bill. What impact on agriculture, on the
16 citizens, the cost of the benefits to the producers?
17 Understanding those impacts is what our democracy is
18 about. It can't operate effectively without it.

19 My first point is that the council, or
20 referring to the short version we use C-FARE, that is
21 why I use the word council, supports the need for
22 increased funding for research and education in support
23 of the food agriculture and research sector of our
24 economy. That is very consistent with the overall
25 mission of CSREES. Doubling this funding we see as a

1 reasonable goal. We do recommend, however, that we
2 look at this funding as a portfolio. That it needs to
3 have several different types of missions and the basic
4 I am going to refer to here is competitive funded
5 awards versus formula funding. As a department head, I
6 see the importance of maintaining the formula funding.

7 We don't all see that argued for when we
8 get to Congress and in budget making circles. But that
9 formula funding I see is vitally critical to
10 maintaining basic research and education programs that
11 have longer term objectives. You can't accomplish that
12 with competitive grants which usually run one to two
13 years.

14 The other issue I point out is that many
15 times these competitive programs puts researchers and
16 educators in different states against each other. What
17 are we trying to accomplish in education? To bring
18 people to work together on these issues. We need to
19 recognize that there is this competitive nature that
20 does work against some of the objectives we want to
21 accomplish.

22 The IFAFS is about integration. I think
23 we should understand with the groups over here
24 competing with groups there, we all should be working
25 on the same objective. We would like to see additional

1 funding for all of those programs.

2 We wouldn't don't want to see additional
3 funding for competitively awarded programs come at the
4 expense of formula funding.

5 Second point. CSREES I think has done a
6 good job of managing the diversion missions or
7 objectives of the NRI, IFAFS and the Fund for Rural
8 America. They have restructured the various objectives
9 and programs so those are complementary as you look
10 across the board. We have complementary relationships.
11 Although each has its individual focus, they fit
12 together in an integrated way. For example, the NRI
13 centers on disciplinary research. The IFAFS program is
14 highly significant to the overall agricultural industry
15 because it integrates research and education and
16 encourages cooperation across disciplinary and
17 geographic boundaries. I see that as a real plus. The
18 FRA is more action oriented involving local entities in
19 the projects. One of the keys to success for that
20 program should be able to involve local entities in
21 those programs as well so that it is more localized and
22 more -- well, the key word is action oriented in terms
23 of how its work is carried out.

24 Now, a concern we have from the council
25 is the emphasis or applied economics research and

1 education across those programs. We see economic
2 analysis crucial to the resolution of many of the
3 issues that are part of the list of topics to be
4 discussed this afternoon. As you think about all of
5 those, if we are going to make policy decision or sound
6 business decisions within each area, we need to
7 understand what is the basic economic railroad that is
8 going to drive those. What will motivate people? What
9 are the impacts, costs, benefits? That is where applied
10 economics can play a real role.

11 Within the NRI there is an opportunity
12 for the applied economists to participate in many of
13 the other areas. We tend to get isolated,
14 departmentalized into the markets of trade areas that I
15 think is more opportunity for more economists across
16 the areas in the multi-disciplinary type of
17 initiatives.

18 I would also recognize that when we look
19 at that area of market trade around the world develop
20 that they don't have a lot of funding there. They at
21 least need to build the capacity, the basic research.

22 As we look at -- I am trying to
23 understand the impact of Farm Bill. We are seeing the
24 nation's whole system is becoming much more complex. We
25 need to invest in our capacity to do analytical

1 economics. So we are asking here for additional
2 funding to support that program dealing with market
3 trade and world development, so that we can rebuild the
4 tools and also collect the data.

5 In the laboratory research we make big
6 investments in equipment. In the social science
7 research we often don't consider the need to make
8 investments. In this case, we go out and collect
9 primary data. We tend to have to rely on secondary
10 data that many times doesn't allow us to get down the
11 fundamental questions, understanding, that we need to
12 have in order to assess the impact of many of the
13 public policies. The food nutrition is a good example
14 particularly, how consumers make decisions about food
15 purchases? We are involved in many extensive surveys
16 where we are going out to families asking
17 them to keep diaries, so we get a better feel how they
18 make decisions about what to purchase but also what do
19 they consume. All of those become clear aspects as we
20 look into the initiative for the future of agriculture and
21 food system program is coming under some fire now in
22 Congress, concern about possibility of zeroing out that
23 particular program.

24 I hope that we will take a strong stand
25 and if there is any way I can help you to make that

1 strong, call on us. We see that as a very key program
2 in this complement of programs we have discussed.

3 Thank you for the time to present these
4 ideas. We feel that there is strong support for more
5 economics research across scientific societies and
6 among policy makers. I would ask that you consider
7 expanding the program areas to realize the potential
8 contributions of applied economics in resolving the
9 critical food, agricultural and research issues that we
10 face today. Thank very you much.

11 MR. SPURLING:

12 Thank you, again. We certainly
13 appreciate organizations like C-FARE that have tried to
14 get the message out on the importance of programs like
15 that which we determine important. We haven't
16 convinced the House Appropriators of its importance,
17 hopefully, we can continue that effort.

18 Next on the list -- you do understand
19 that the times on these that you were probably told is
20 totally way off the way these have worked all around.
21 Hopefully, it will not cause that big a problem for
22 people. Dr. Bob Blackmon from LSU.

23 DR. BLACKMON:

24 Thank you very much. My name is Bob
25 Blackmon. I am Director of the School of Forestry and

1 Wildlife and Fisheries at Louisiana State University.
2 However, I am here today not to represent LSU or the
3 LSU AgCenter, there are other people who will do that,
4 but I have been asked to represent the National
5 Association of Professional Schools and Colleges and
6 its President, Dr. Perry Brown who is at the University
7 of Montana.

8 Our association is an organization of
9 some 67 natural resource, higher education programs
10 that are focused on research, extension and outreach
11 across the United States. Perhaps you have heard of
12 NAPFSC? It is one of those hard to pronounce acronyms,
13 but it is not as bad as NAUFWP.

14 We appreciate the opportunity to comment
15 on the Farm Bill. That is what I am going to do here
16 today. The association is on record and other venues
17 as supporting and being in favor of a number of points
18 that I am going to make here. The first of those is
19 simply inclusion of a separate forestry title in the
20 Farm Bill.

21 Secondly, we favor re-authorization of
22 the Renewable Resources and Extension Act for 10 years
23 at 30 billion dollars per year or twice its current
24 allocation. As many of you know a lot of work has been
25 done to try to get that above the 15 million dollars

1 that it is currently authorized at.

2 Thirdly, a sustainable forestry outreach
3 initiative within RREA providing education to
4 landowners about sustainable forestry practices.

5 The fourth point is one that is really
6 important to our association and that is language
7 reaffirming the importance of the McIntire-Stennis
8 Cooperative Forestry Program and funding that program
9 at its authorized level of 105 million dollars. Again,
10 as many of you know it has never been funded at more
11 than about 21 million dollars per year nationally which
12 is its current level.

13 While our association favors competitive
14 grant programs and I will mention a couple of those
15 later. We see the McIntire-Stennis Program which is a
16 base program, a formula funded program to be the bread
17 and butter of the forestry and natural resource schools
18 around the country. It is through the McIntire-Stennis
19 Program that we are able to do long range planning and
20 to direct programs at targeted areas that need our
21 research, areas that we frequently can't do through
22 competitive grants programs. We like programs like
23 IFUS and NRI, but those programs tend to drive the
24 national agenda so to speak and to some extent limits
25 the agenda of particular states in developing long

1 range programs.

2 The fifth point is that we are in favor
3 of authorizing at a level of 960 billion dollars for
4 the future of agriculture and food systems program for
5 the period 2003 to 2011.

6 Six combining a forestry incentive
7 program and the stewardship incentive program and
8 funding them at a level of 15 million dollars per year.

9 We also favor a requirement -- point
10 number seven that the forest service implement a
11 competitive grants program within their own research
12 function as authorized in the Agriculture, Research and
13 Education Reform Act of 1998.

14 Eight: A requirement that the forest
15 service increase its collaborative research programs
16 between the forest service and university based
17 research partners.

18 We also favor an increase in the natural
19 resources and environment section of the national
20 research initiative by 30 million dollars to
21 incorporation certain priorities areas, such as soil
22 productivity, plant responses and information
23 technology including remote sensing.

24 Point number ten, an increase in forestry
25 higher education for CSREES by 10 million dollars to

Creation of national advisory board on
nonfederal forest and for regional research and
Extension centers to coordinate, integrate research,
education and extension with federal, financial and
technical assistance programs.

25 Finally, a requirement that the forest

1 service establish a state and private forestry area
2 office to deliver cooperative programs in the western
3 U.S. given the big issues of fire and forest health and
4 so forth in the western part of the country.

5 Those are my prepared comments that I
6 would conclude by going back to the point that I made
7 about formula funding. That is so important to the
8 forestry and natural resource schools of this country
9 that we hope the McIntire-Stennis Program can
10 eventually be funded at the level that it was
11 authorized. Thank you very much.

12 DR. SCHWAB:

13 Next up on my list is Dr. Paul Coriel
14 from Louisiana Cooperative Service. This doesn't look
15 like Paul, but we are happy to have you.

16 MRS. BIVIN:

17 I think it is probably pretty obvious
18 that I am not Paul Coriel. He extends his regrets. He is
19 the new Director for the Louisiana Cooperative
20 Extension Service and he could not be here today. I am
21 going to share his prepared remarks with you.

22 It is an honor and privilege to present
23 comments today on behalf of the Louisiana Cooperative
24 Extension Service and the LSU Agriculture Center. We
25 strongly support continued USDA-CSREES funding for

1 state extension, research and education programs that
2 are essential to maintaining healthy, safe and reliable
3 food and fiber systems in the U.S.

4 The Extension Service continues to be
5 relevant, effective and critically important to
6 community well-being in all of Louisiana parishes.
7 Community Outreach and Education is needed more today
8 than any time in history due to the tremendous changes
9 taking place in society, technology, demographics and
10 land use. The genius of the Land Grant System and
11 Extension represents a very effective model how local,
12 state and federal partnerships can and should be
13 structured for measurable impacts. Land Grant
14 Institutions have been successfully engaged in
15 communities seeking solutions to problems through
16 applied research and extension for over 80 years. This
17 success has been largely due to consistent formula
18 funding that is so critical to state capacity building
19 and program sustainability. Federal formula funding
20 support is essential to the continuation of this
21 success.

22 The increasing trend toward competitive
23 funding and flat or reduced base formula funding is of
24 great concern. It has led to reduced extension and
25 research capacity and public service inequities in

1 states like Louisiana. We strongly urge CSREES, as our
2 federal partner, to continue to support and potentially
3 increase formula funding to all states.

4 Extension is changing to address a
5 growing list of community challenges, population shifts
6 and quickly evolving information technology. These IT
7 advances have and will continue to present
8 opportunities to reach more people. IT, which refers
9 to Information Technology, advances include INTERNET,
10 INTRANET, e-mail, list serves, cell phones, voice mail,
11 video conferencing digital cameras, distance education,
12 hand held computers, Geographic Information Systems,
13 Global Positioning Systems, precision farming and
14 web-based information delivery systems, just to name a
15 few. Things have changed in recent years. Many of
16 these were not even heard of 10 years ago. Today most
17 of us considered these IT "tools" to be essential to
18 day-to-day extension and research work. They are also
19 very costly.

20 Great strides in IT and information
21 delivery have been made and significant advances
22 continue to come on line. The Extension service sees
23 this as having great implications for enhancing
24 effective community education and research. We must be
25 positioned to take advantage of these opportunities too

1 in a way that allows us to be more efficient and
2 effective. We must, however, continue to be sensitive
3 to the fact that many citizens do not have access to
4 these technologies and must work to assure they are not
5 left behind. Continued CSREES funding, however, will
6 be essential to make this a reality due to shrinking
7 state budget and reduced parish faculty.

8 The Extension Service and Experiment
9 Station in Louisiana are undergoing a significant
10 reorganization both due to budget constraints and the
11 need for increased efficiency through program
12 integration. Our parish agents are getting fewer in
13 number, becoming more specialized and working in
14 multi-parish assignments. We are fully integrating
15 research and extension functions within the LSU
16 Agriculture Center through the merger of Extension
17 specialists into campus departments and through the
18 creation of eight new regions that will be administered
19 by regional directors with joint extension and research
20 responsibilities. We are re-assigning parish agents to
21 new regional positions that focus on critical and
22 emerging challenges such as water scarcity, watershed
23 management, economic development, character education
24 and farm financial management. We are also developing
25 and implementing new environmental stewardship

1 initiatives for farmers and ranchers, such as the
2 Master Farmer Program, which is similar to the Master
3 Logger Program, and the Lower Mississippi River
4 Initiative, the 8-State Farm Bill conservation
5 provisions action plan; as well as youth and environmental
6 initiatives such as Marsh Maneuvers, Wild Woods
7 Wanderings and Sci-Tech camps.

8 We are very concerned about continued
9 chronic poverty, obesity, teen pregnancy and high
10 illiteracy rates in Louisiana and we are implementing
11 strong community-based Extension programs to address
12 these challenges, such as workforce development, family
13 financial management, parenting education, nutrition
14 and health initiatives and food safety programs.

15 We are committed to rural economic
16 development and have reallocated significant human
17 resources in Extension to meet this critical challenge.
18 Programs such as the Community Leadership and Economic
19 Development initiative, the Agricultural Leadership
20 Program, e-commerce education, farm policy awareness
21 programs and community asset identification are
22 effective, but much more can and should be done.

23 In conclusion, we would like to urge and
24 request that CSREES maintain and potentially enhance
25 formula funding commitments to states. This continued

1 base support will assure that community-based research
2 and extension programs will continue to touch and
3 enhance the quality of life of both rural and urban
4 citizens. Extension has been very successful in
5 bringing research-based knowledge to all citizens for
6 the past 80 years. We believe that the next 80 years
7 will be more exciting and present even more
8 opportunities for improving lives as we enhance the
9 Land Grant System's commitment to multi-disciplinary
10 engagement in all communities.

11 I will add one brief comment. I think
12 Louisiana was one of the few if not the only state that
13 reported a 25 percent commitment to multi-function,
14 multi-state effort with the use of federal base funds.
15 Thank you.

16 DR. SCHWAB:

17 Thank you very much. I would like to say
18 that quality over quantity -- I think we have a good
19 quantity, but excellent quality this morning in the
20 comments we are receiving. We appreciate what has been
21 said so far and look forward to what is to come.

22 Next is Mr. Jim Tripp. Is Mr. Tripp in
23 the audience? Following him is Dr. Bud Vandersteen
24 from the Forestry Organization and CARET, Council for
25 Agriculture Research, Education and Teaching.

1 MR. VANDERSTEEN:

2 Good morning. My name first is Buck,
3 B-U-C-K, Vandersteen. I am Director of the Louisiana
4 Forestry Association and I admire very much the men and
5 woman who have earned their doctorate degree. I have
6 not earned a doctorate degree. I am Mr. Buck
7 Vandersteen. I do not have the privilege of being
8 named a doctor.

9 I am director of a non-profit trade
10 association consisting of over 3,000 landowners,
11 loggers and industry who depend heavily upon the
12 services of our Land Grant universities to meet
13 scientific and extension and education.

14 I am also Past-President of the National
15 Council of Forestry Association Executives, part of the
16 National Coalition for Sustaining America's Non-federal
17 Forests and attached to this presentation is a copy of
18 the Executive Summary of the Coalition's report titled
19 "A National Investment in Sustainable Forestry:
20 Addressing the Stewardship of Non-federal Forest lands
21 through Research, Education and Extension/Outreach."

22 Finally, I serve as Vice-chairman for the
23 Council for Agricultural Research, Extension and
24 Teaching, otherwise known as CARET. This organization
25 is a group of stakeholders from around the country that

1 work very closely with the National Association of
2 State Universities and Land Grant Colleges and I
3 specifically have been asked to represent LSU in this
4 capacity. As CARET representative I have had the
5 unique opportunity to see the enthusiasm and
6 professionalism at which the Cooperative State
7 Research, Education and Extension Service operates and
8 the way they support the needs of agriculture and
9 natural resource management across the country. I
10 commend the efforts of all USDA employees and
11 especially the support and leadership of CSREES
12 Administrator, Colien Hefferan.

13 It is no secret that federal funding for
14 agriculture, research, teaching and extension have not
15 kept up with other federal agency research investments.
16 Even so decades of investment through CSREES based
17 programming and competitive funding have revolutionized
18 agriculture production ensuring a safe, affordable food
19 supply to all Americans, but agriculture does not
20 live on bread alone. It takes a strong network of
21 agribusiness to supply equipment and other inputs,
22 process agriculture products and connect producer to
23 the market. It takes communities with trained and
24 visionary leaders who can anticipate development. It
25 takes respect and understanding for the environment,

1 and the ramifications of agricultural production within
2 diverse stakeholder needs. And it takes the education
3 of students of all ages; whether through 4-H for
4 youngsters, degree work in agriculture and life
5 sciences or continuing education for producers and
6 consumers alike to all benefit from our Land Grant
7 Institutions.

8 My expertise lies in forest management
9 which is a major component of agriculture related
10 industries. Forests cover about a third of our
11 country, about 750 million acres. About half or 350
12 million acres of these lands are privately owned. Of
13 that half, approximately 80 percent is owned by
14 non-industrial landowners. We refer to them as family
15 forests. There are over 10 million family forests
16 throughout this country and very few of them use the
17 expertise of foresters in making forest management
18 decisions. As we continue to learn more about forests
19 it becomes clear that effective management demands more
20 information and more education to assist landowners on
21 the ground.

22 With the growing interest in sustainable
23 forest management, forest certification and water
24 quality protection, our forestry and related natural
25 resource schools are asked to provide more research and

1 technological transfer through extension and teaching
2 to help these ten million forest landowners achieve the
3 best they can from their forest. Specifically we are
4 asking CSREES and USDA agriculture programs to continue
5 and enhance funding mechanisms through programs like
6 McIntire-Stennis Forestry Research Act, the Renewable
7 Research Extension Act, Smith-Lever, Hatch, the
8 National Research Initiative Competitive Grants Program
9 and others mentioned today must be increased to meet
10 the following research, education and extension needs
11 from foresters.

12 Number one: To significantly enhance
13 sustainability and productivity of nonfederal family
14 forests. A good example is the change of public policy
15 on use of forest resources from public lands. That has
16 put tremendous pressure on private lands. If the
17 private lands are going to meet the demands of citizens
18 today and future generations, we need the expertise and
19 research, extension to teach.

20 To conserve and sustain forests to meet
21 society's needs today without compromising future
22 generations. Extremely important research is needed as
23 we manage our forests. Are we making sure that those
24 forests will continue to produce at the same capacity
25 that they are today for future generations?

1 Continuing education programs, the next
2 point, continuing education programs for resource
3 professionals who advise diverse forest landowners and
4 managers. We have programs for loggers called the
5 Master Loggers Programs. We have found that a growing
6 interest of men and women in the forestry profession
7 that have been out of school for a number of years find
8 it extremely valuable to keep up with information
9 technology through our Land Grant Universities.

10 Build a greater capacity for improvement
11 of incentive-based programs to support sustainable
12 management of non-federal forest. We have used our Land
13 Grant universities to help us develop voluntarily
14 non-regulatory best management practice programs. We
15 work closely with the Natural Resource Conservation
16 Service and the U.S. Forest Service in developing
17 conservation programs that are beneficial to private
18 landowners. We emphasize the need for these programs
19 to be incentive driven and voluntary compliance. Of
20 particular interest here is a program called the
21 Wetlands Reserve Program that has received a lot of
22 publicity, but yet even in that program we are trying
23 to work with the leaders in that program to be a
24 little more sensitive to timber management in that
25 program. Right now, if you read the fine print in the

1 Wetlands Reserve Program, it is almost impossible to
2 manage your timber without levels and levels and layers
3 of bureaucracy. We would like to see that part of the
4 Wetlands Reserve Program modified, so that it enhances
5 and encourages forest management and Wetlands Reserve
6 Program.

7 Finally, improved database and timeliness
8 of forest inventory, monitoring and assessment of
9 forest resources. I believe it was William Rogers that
10 said, that if you don't know where you are, you won't
11 know when you get there. If we don't know the status
12 of our forest inventory through inventory sampling and
13 reporting of that inventory, we won't know how to
14 manage that for future generations.

15 I can't emphasize enough the importance
16 of formula funding in our industry. It is critical to
17 help us meet the various and changing demands of the
18 forest industry. Over the past decade formula funding
19 has declined on an inflation-adjusted basis. This has
20 limited the capacity of our institutions to respond to
21 critical issues and provide necessary outreach to
22 landowners and other stakeholders. Formula funding
23 needs to be increased. It needs to be brought up to
24 the standards of other federal scientific investments.
25 The fact that the amount of consumer's disposable income

1 spent on food and fiber has declined over the last several
2 decades indicates that federal investment dollars have
3 been well spent for the benefit of society. So as we
4 increase funding for agriculture research, extension
5 and education I anticipate that the benefits to society
6 will be enhanced much much more.

7 Gifford Pinchot -- he was the first
8 United States forester. Back in the early 1900s he
9 said that we depend upon natural resources for
10 everything from the food we eat to the wood in our
11 homes and the fuel that runs our industries. Without
12 natural resources prosperity is out of our reach.

13 I would only add to his prophetic words
14 that without adequate funding for research, extension
15 and education we will never fully know prosperity in
16 our country. Thank you.

17 DR. SCHWAB:

18 Thank you, Buck. I apologize for getting
19 your name wrong on the program. Our Administrator
20 Colien Hefferan is one of the small private forest
21 holders, as is my own father. I appreciate
22 your comments and look forward to working
23 with your group.

24 I think we might take a 10 or 15 minute
25 break or so and give everyone a chance to mingle and

1 meet each other.

2 (A brief recess was taken at 10:00 a.m.)

3 DR. SCHWAB:

4 We have had a couple of additions to the
5 schedule. We have talked a little bit over the break.
6 We will proceed along a different format a little bit
7 modified from what was originally in the announcement.

8 First of all, I would like to make sure
9 that everybody signs in so that we know that you
10 attended and interested in this program. The sign-in
11 sheet is by the coffee. We figured that would be a
12 good place. This is for our records so that we can say
13 all of you were here and take a nice head count.

14 I think how we will proceed for the rest
15 of the session due to the restricted flights to
16 Washington. Jim and I need to return today. Our flight out
17 of Louisiana is at 4:30. We will have to call the
18 whole session to a close around two o'clock so we can
19 get to the airport on time. I am sorry to impose our
20 local restrictions on our conversations here.

21 Hopefully, we can get through the rest of the speakers
22 by lunch time and take a break for lunch and come back
23 for an hour or so for our round-table discussion for
24 those of you who are interested in that and then draw
25 the session to a close at that time. We would like to

1 go back and pick up Adell Brown representing Southern
2 University who was on the schedule previously, but now
3 is ready to give his comments. Thank you.

4 MR. BROWN:

5 Thank you all very much. Thank you, sir.
6 I am very pleased to be here, pleased to know that I
7 was first and not present, pleased to know that I was
8 on the program. I do now understand why the Leodrey
9 kept insisting that I ought to be here today. He said,
10 are you coming? I said, certainly. But I had no
11 notion. I actually went in the last couple of days ago
12 and had someone from Washington to fax me the agenda
13 and read the agenda and look at it very carefully, look
14 at all you prominent individuals who were going to
15 speak. Then in my mind, I said I wanted to make
16 certain that I get an opportunity to come hear these
17 great presentations not knowing that the agenda would
18 have been altered and I would be included. So I am
19 most humbled to be among you.

20 I bring you greetings this morning on
21 behalf of Dr. Leodrey Williams who is now the
22 Chancellor of the Southern University Agriculture
23 Research and Extension Center. This is a new
24 phenomenon that was developed about three months ago.
25 It has been in the workings for over five years. I

1 think it will give us an opportunity to do our business
2 a little bit better to bring greater continuity and
3 streamline the Research and Extension functions and
4 also it helps us and this process has been developed as
5 a great relationship for us working with our sisters
6 and partners at LSU AgCenter. We are very pleased on
7 that. We are pleased to be here this morning. I will
8 try to do a couple of things very quickly. I want to
9 talk about the 1890 System and then a little bit about
10 Southern University.

11 First, let me begin by saying that we
12 have enjoyed a great working relationship with LSU and
13 the AgCenter in the State of Louisiana. Also,
14 likewise, we have enjoyed a great working relationship
15 with CSREES. That standing relationship has been
16 around for a while. We understand the agency to some
17 degree. We are yet learning all the intricacies and
18 the nuisances of working with CSREES. As we talk about
19 where we need to go we want to talk about a couple of
20 things that are important to us.

21 When we talk about the 1890 Community, we
22 are talking about at this point eighteen Land Grant
23 universities predominantly located in the south with
24 the exception of Oklahoma, Missouri, Delaware, West
25 Virginia. West Virginia was an original 1890 Land

1 Grant university. It opted out of that status when we
2 started back in the '70s. Recently, they decided they
3 wanted to be a part of us and we welcome them to the
4 table.

5 As we talk about the 1890 Land Grant
6 System there are some things that are most important to
7 us. One is the leveling of formula funding. As we all
8 know over the last several years formula funding has
9 been flat at best, if you, calculate all of the -- if
10 you get the economist tied up in it, it is been
11 decreasing at a steady rate as far as what you have
12 been able to do with the dollars you get. So we are
13 most concerned and as CSREES goes about doing its
14 business with this up the chain as they deal with REE
15 and the secretary we want to make certain that as much
16 emphasis is put on the formula funding because what it
17 does it provides the stability to insure that we
18 continue to do our good work.

19 I guess I should pause for a moment and
20 say as we go through this period since September 11, we
21 all have had a regeneration and almost a mega
22 experience as it relates to being Americans and how
23 well we need to serve one another. As our soldiers go
24 forth and continue to do their great works, we are here
25 on the ground making sure that we never lose touch with

1 the people that we are designed to serve. So we want
2 to make sure the formula funding provides us that
3 opportunity to continue to serve the citizens of the
4 United States, citizens of that 1890 community, the
5 citizens of Louisiana. We want to make certain that we
6 maintain that. We recognize the dynamics that takes
7 place in Washington as it relates to transition from
8 formula funding to competitive grants. We embrace that
9 in part recognizing that you have to have a base in
10 order to be competitive in a competitive process. So
11 as CSREES works with that and tries to balance that out, we
12 want to make sure that we don't see that as a
13 competitive situation, but some competitive events that
14 grants us an opportunity to supplement what we do on
15 our base funding piece.

16 As we relate to the competitive piece,
17 one of the things that we are most concerned about is
18 most of us being small institutions with limited
19 capacity that we don't get locked out of the loop
20 because there is oftentimes -- and I have participated
21 on these review panels -- that persons begin to deal
22 with people they know, they begin to deal with people
23 that have a reputation in their community and if you
24 don't know the 1890 community, then you will less
25 likely support the initiatives even though they are

1 written well.

2 I have persons to say, well, it is a good
3 proposal, but do they have the capacity to carry it
4 through. There is always another extra loop that we
5 must jump through. So in that regard we want to make
6 certain that as you develop review panels, as you
7 develop the system, the process that goes through, that
8 you include 1890s in that process.

9 The other thing that is most important as
10 you begin to do your business is if you go into it
11 recognizing that there are many partners at the table and
12 that this community as we move forward dictates that we
13 have a community of partners. That there is
14 collaboration, that we must leverage what we do and go
15 in there with that notion that all partners are
16 important, I think that you will downstream as you put
17 forth committees, committee structures, as you begin to
18 draw criteria, you will take that into consideration.
19 I think attitude is most important as we move forward.

20 As we think about the 1890 community
21 there are some initiatives that we have been working on
22 for the last 20 years that we have been successful at
23 limited degrees. We need CSREES to be at the table to
24 help us at those tables that we are not at. As we talk
25 about increased funding, formula funding, the small

1 forest, forest small scale agriculture initiative.
2 There is also a piece on the table that we have as it
3 relates to the 2501 Program. The 2501 Program had its
4 origin in farmers home administration back in the days
5 where it was designed to help small farmers be better
6 farm managers. I think it complements the Extension
7 Program very well and to that degree we need continued
8 support on that.

9 I guess the other thing is that we have
10 with the 1890 community one of the things that we have
11 enjoyed is the Facility Grants. Helping us build
12 capacity by helping us build structures and buildings
13 and we want to continue to maintain that piece of it.
14 We appreciate the effort that you have put into that
15 and the support that you have given us for that. I
16 think that -- but as we build capacity with buildings,
17 we need you to work equally as hard with us to make
18 certain that we build capacity in programs. Because
19 what we don't want to get caught in is having a bunch
20 of buildings and nobody in those buildings, no programs
21 in it.

22 Internal to CSREES is how you do your
23 business and how your business relates to us. One of
24 the ones beyond the competitive piece has to deal with
25 helping 1890 communities, helping Southern University

1 build capacity. Oftentimes, the notion of building
2 capacity has to deal with Southern University sending a
3 faculty member to Washington to work with your
4 organization. Working whether it is in communications,
5 whether it is in one of the problematic areas, which is
6 good and we really do appreciate that. But the other
7 side of capacity is to have faculty members to come
8 from Washington to work with our institution to give
9 critical leadership to the areas to help us build
10 capacity. We are continually talking to your
11 administrator about that and making certain that we
12 want to be included in the process. Because we have
13 two people and you take one of them to Washington and
14 you've just taken 50 percent of our capacity. If you
15 got 300 people and you send one, you begin to see the
16 relativity of what we are talking about. We really
17 want you to think about that for a while and work with
18 us on that.

19 In that capacity building, one of the
20 things that we know is going to happen is that as
21 dollars get tighter, as the situation gets greater and
22 just as technology evolves and becomes more user
23 friendly and increases our capacity to serve in
24 different ways, we want you all to help us help our
25 citizens and help us continue to build an

1 infrastructure as it relates to technology, so that we
2 can get into the distance Ag.

3 One of the great areas that you begin in
4 the distance Ag has to do with curriculum design, making
5 sure that what we teach is applicable to the kinds of
6 mediums that we are using to teach it. I mean, you
7 can't teach the same way to the audience as I talk to
8 you all as you would if it was stand alone on the Web
9 or is it just to learn it and there is two-way
10 interaction.

11 So I know as you build capacity, I
12 understand that you are in the process now of
13 restructuring your IT Unit. You are also in the
14 process of doing a strategic plan in your unit. If you
15 are in the process of doing these things, we need to be
16 at the table because as we develop this partnership and
17 in the next area our transition into has to deal with
18 accountability. Because I know, I understand that
19 technology will play a pivotal role as how we do our
20 business as we report the good works that we are doing.

21 So let's move on to accountability.
22 Accountability has to deal with -- I recently got back,
23 last week was over at Texas A&M talking about the REEIS
24 -- Research Extension Education Information System.
25 When I got to Texas A&M talking about REEIS there was

1 something called EAS on the table. I was out of the
2 loop -- Extension Accountability -- anyway it is on
3 the table.

4 DR. SCHWAB:

5 We know what it is. We just don't know
6 what it stands for.

7 MR. BROWN:

8 It is there. All these systems are
9 designed to be is to, again ,streamline how we do our
10 business, how do we make certain that the performance
11 indicators and the objectives that we do, so that we
12 can ultimately tell the right story to Washington.

13 We have two special interests in that
14 piece. One is that as you build these systems we have
15 to build them so that our information challenges into
16 those systems in a meaningful way, so it doesn't get
17 lost in the mix. We are always conscious about the
18 kinds of work we do because we tend to work with the
19 person with, the least of the community -- those often
20 in a political dynamic situation, we get caught up
21 talking about social programs. Well, we still believe
22 that education is a great equalizer and that you have
23 to do certain basic kinds of educational programs in
24 order to really move people forward economically and
25 socially.

1 So as we build indicators we want to make
2 certain that we don't lose sight of that fact. That
3 it may take us five years to achieve the quantitative
4 kinds of outcomes that you would expect, the yields and
5 production of those kinds of programs to achieve in a
6 growing season. We want to make certain that we are
7 involved in that process. That we are at the table
8 when we start talking about what is important.

9 Also, recently, I noted that the impact
10 statements came out that tried to capture a world, a
11 country's view of what good we have done with Extension
12 Service. I applaud that effort and it is something
13 that we absolutely necessarily must do, but as we do it
14 we have to be conscious that as we reflect, as we paint
15 the picture or as we quilt the quilt, or as we display
16 America we must make certain that those include the
17 diversity that is at the table to include the 1890s and
18 I suspect that we should talk about the 1994 and other
19 minority serving institutions to make certain that we
20 partner with everybody that is included in the process.

21 I guess for a person that didn't have a
22 speech, didn't know he was going to speak, guys, I have
23 given you just about all I got. We appreciate the
24 opportunity to be here to make certain that you
25 understand and appreciate that we do take our business

1 seriously. That we do appreciate all the partnerships
2 and relationships that exist between 1862s, 1890s,
3 USDA and all of our other entities, the Harvey Reeds,
4 the non-profits at the table because it will take all of
5 us if we are going to truly make an impact and change
6 the way the conditions of America, so that there will
7 be all persons will have an opportunity to really enjoy
8 the fruits of this great country. Thank you.

9 DR. SCHWAB:

10 Thank you very much. We look forward to
11 learning new ways to work with the 1890s and all of the
12 other minority serving institutions. In the same way
13 that we have a very long established history in working
14 with the 1862 Land Grant's.

15 I would like to see since we are at 10:30
16 if Mr. Jim Tripp is here? He was scheduled at 10:30.
17 Well, we are going to jump down to some of our adhoc
18 attendees who are new on the list.

19 We have Ethel Tarlton from Family and
20 Community Education.

21 MRS. TARLTON:

22 Good morning. I am a volunteer with the
23 Louisiana Association for Family and Community
24 Educations, presently Vice-president for Programs and
25 also the Jefferson Parish FCE President.

1 The Louisiana Association for Family and
2 Community Education is a non-profitable educational and
3 civic organization with over 2000 members statewide.
4 FCE offers in partnership with the Louisiana Extension
5 service of the LSU Ag Center opportunities for
6 continuing education, leadership development and
7 community service. In collaboration with other
8 organizations and agencies, our programs are supported
9 with grants and donations to develop and strengthen the
10 educational skills and we were awarded first place in
11 the National FCE Education Category for the year 2000.

12 Louisiana FCE literacy programs are
13 geared to awaken parents to the importance of helping
14 their children become good readers, thereby reducing
15 future illiteracy. Additionally, FCE volunteers are
16 trained to teach character develop through the
17 nationally recognized Character Counts Programs of the
18 Joseph Institute of Ethics.

19 Our environment committees focus on
20 coastal erosion, salt water intrusion and recycling
21 education, raises awareness of our regions rapidly
22 vanishing resources. We are especially proud of our
23 Family Choice TV Project that advocates better
24 television for children and will target violent video
25 games next year. This annual FCE campaign to tune out

1 violence on April the 5th has resulted in the rating
2 system presently used nationwide by TV networks. And
3 we are currently working to change the present aged-base
4 system to a more informative one that identifies
5 program content.

6 Signatures are collected and tabulated
7 and sent to the sponsors of the shows the petitioner
8 deems the most violent. For the past three years
9 Louisiana FCE has collected the most signatures
10 nationwide.

11 In April 2000 Louisiana FCE presented a
12 ceremonial check for nearly two million dollars to
13 members of the Louisiana Senate and House representing
14 140,000 hours volunteered by FCE members last year.
15 For this innovative presentation, we were again awarded
16 national recognition for leadership by our parent
17 organization.

18 Leadership development is very important
19 to FCE and the organization's Leadership Programs
20 empower leaders to work in all areas of the community.
21 For example, members of the Terrebonne Parish were
22 instrumental in getting a bond issue passed in their
23 community to keep their local library opened full time.
24 Our members have run for political office. Members and
25 former members are mayors, school board members, state

1 representatives and serve on all types of advisory
2 boards across Louisiana.

3 Volunteers often rise to a level higher
4 than you can hope to expect. They enjoy sharing their
5 talents and knowledge with others. They develop
6 self-confidence, grow personally, live longer and build
7 enthusiasm for a program. Volunteers have immediate
8 access to their community. They have sincerity,
9 passion and are innovative and have vision. The
10 benefit of using volunteers in community programs not
11 only provides for the volunteer's personal growth and
12 potential leadership develop, but is to the community's
13 advantage as well. Thank you.

14 MR. SPURLING:

15 One more reminder. If you haven't signed
16 the book please do so. Next is Woody Cruise.

17 MR. CRUISE:

18 My name is Woody Cruise. I currently sit
19 as Vice-Chair of the Jefferson Parish Marine Fisheries
20 Advisory Board and as its appointee to the Jefferson
21 Parish Economic Development Commission where I served
22 as its Chairman last year. Participation in these
23 groups have brought me into contact with the Louisiana
24 Cooperative Extension Service and it is through that
25 body that I address this forum.

1 As born in the city, I guess that makes
2 me a city slicker. I have the heart of a Cajun and
3 spent a lot time with the grandfather down in the
4 wetlands; still a hunter and fisherman and a parent of
5 future hunters and fishermen. I have learned that the
6 regulations involving these fisheries and the rights to
7 hunt have become incredibly complex over the years.
8 Twenty years ago you needed a license, there were no
9 limits, there were no creel (phonetic) limits, there
10 were no size limits and there were no different --
11 species were known as one type of species, whereas now
12 there may be 30 subspecies that have all their own
13 individual limits. Why I am going in this direction?

14 Well, the Cooperative Extension Service
15 part of what they can do is decipher the regulations
16 and explain them in language that fishermen can
17 understand. I have the benefit of rather an extensive
18 education, probably more than my parents cared to pay
19 for, but there are a lot of fishermen down there that
20 don't. The Extension Service communicates the legalese
21 in a way that these people can understand and it keeps
22 people safe and out of trouble.

23 Another benefit of the Extension Service
24 is their education and promotion of the resource
25 through economic -- and which almost ends up in an

1 economic development capacity.

2 There are 300,000 or more licensed
3 fishermen in south Louisiana. Promotion through Boards
4 like this Fisheries Board that I sit on end up
5 increasing the economic impact of the recreational and
6 the commercial fisheries locally. Another large factor
7 is that they educate people about coastal wetlands
8 preservation and restoration. We are always soliciting
9 funds for those efforts and those efforts are ongoing.

10 Perhaps singularly and most importantly
11 is what I have seen Cooperative Extension Service
12 individuals do in the way of leadership development.
13 They take individuals who may have some and even
14 marginal education and teach them the ability to
15 communicate their thoughts and their feelings without
16 getting angry because nothing turns a group off or
17 makes a group look worse than someone who is angry and
18 simply vehement over their problem. The service has
19 helped me move through the ranks in the economic
20 development circles to where I can address large
21 groups, whereas before I had very little experience in
22 these matters. But urban environments need the
23 Extension Service as much as the rural environments
24 just because the only trees we have are on the sidewalk
25 doesn't mean that we don't have needs and issues that

1 require attention, education and explanation.

2 In closing I want to say that USDA --
3 rather the partnership between USDA and NOAH works. It
4 works well. It is one that should be kept going.
5 Thank you.

6 MR. SPURLING:

7 Thanks very much, Woody. I do want to
8 remind everyone these are recorded and we are going to
9 be publishing all of the statements that are made.
10 They will be on a website and, hopefully, members of
11 Congress will also read them and find out the stories
12 such as Woody just told. That is our hope.

13 Next I have Jeffrey Bastuscheck.

14 MR. BASTUSCHECK:

15 My name is Jeffrey Bastuscheck. I am a
16 Grants and Contracts Specialist for the
17 Alabama Cooperative and Extension System. I hadn't
18 necessarily planned to make a formal presentation. I
19 hope I make some sense in the notes that I jotted down
20 quickly.

21 As the Grants and Contracts Specialist
22 for the Alabama Cooperative Extension System, we are a
23 unified system. That is the 1890 and 1862 Extension
24 Programs have been merged into one overall system. So
25 I speak pretty much on behalf of the 1890 that is

1 Alabama A&M as well as the 1862 which is located at
2 Auburn.

3 A couple of issues of concern. The
4 formula versus competitive funding mix which has been
5 brought up is killing us. We have lost probably close
6 to half of our county agents that are the main, front
7 line service providers because of reductions not only
8 in federal but also state funding. It is fine to have
9 the research, but if you don't have the county agents
10 out getting trained in the new results and able to
11 provide the educational programming, it is not really
12 worth that much.

13 The competitive programs are excellent.
14 Alabama does not have much of a track record in
15 receiving them and like anything you need to have a
16 track record. You need to have success to get more
17 success. My job is to try to improve that and it's
18 been very frustrating. A number of issues that are not
19 specific to Alabama, but are very concerned to us
20 necessarily, the question of sustainable
21 agriculture. I have seen this in the CSREES
22 publication moving to sustainable agriculture, but I
23 don't see it in the papers. I see a lot of research on
24 genomes and work on the production agriculture
25 and commodity crops, but I don't see it

1 moving down the number of issues of sustainable
2 agriculture, particularly, known point source
3 pollution, runoff, manure, asbestos issues and also
4 global marketing issues for the small farmer. Rural
5 areas are of great concerns.

6 Alabama does have cotton that is a major
7 commodity crop. It also has a substantial forestry
8 industry. Many of our farmers are small farmers and
9 are part-time because they can't afford to farm full
10 time. So there are issues there of concern to support
11 small beef operations or vegetable truck farmers -- how
12 do they market? How can they survive?

13 Related to that are issues of sustaining
14 and developing rural communities. Alabama has some of
15 the poorest counties in the United States. When my son
16 worked in New Mexico State he and I would trade
17 important county stories and he would win. Even so
18 there are a number of counties where the crop land has
19 reverted to forest lands. It is owned by large timber
20 corporations who do not harvest frequently. The county
21 cannot gain tax revenue. There is no real income
22 coming into the counties from that resource. We need
23 to look at ways of developing other resources as
24 Extension can play a significant role. Those are some
25 of the major issues that we are faced with.

1 With the formula funding, I recognize,
2 since I am supposed to do grants and contracts, my
3 background is program development. Formula funding can
4 lead to complacency. It can lead to always doing
5 things the way we always done things. There needs to
6 be a balance. The competitive funding encourages or
7 forces people to think in different ways, but it is
8 short term. Not having a steady funding base to set
9 the agenda that we need to set because our project may
10 not be covered by the competitive priorities. We need
11 to have the substantial formula funding based on
12 planning and with accountability standards, would
13 strongly encourage the formula funding, increases in
14 formula funding to provide the basic support.

15 I just ran out of my notes. I will make
16 this in some kind of coherent form and submit it as
17 well. Thank you for the opportunity.

18 MR. SPURLING:

19 Next up we have a farmer, oyster farmer,
20 who has some forestry and I understand other farming
21 ventures. Carolyn Falgout.

22 MRS. FALGOUT:

23 Good morning. First of all, I guess you
24 are wondering why I am here. I think the main purpose
25 why I am here is through the Extension Service, through

1 LSU Leadership Programs and, mainly, learning that it
2 is a cruel world out there and helps not an arm reach
3 away. It is just knowing the right people to contact
4 and who to ask to help you solve your problems. Before
5 I got in an Agriculture Leadership Program I was the
6 type of person that was willing to fight for what I
7 believed in. If I was right, I would go to any
8 measures to prove I was right. I attended an Ag
9 Leadership Program and I wondered why me.

10 I had a high school education. I wanted
11 to be a veterinarian and it was whether to be that or
12 go with my father's business and start making money.
13 My mother worked on a dairy farm. My father sold
14 seafood in the French Market. Right out of high school
15 I got a truck. Did horse shows and rodeos, worked on a
16 dairy farm and because of population explosion land
17 just became an issue. We couldn't lease anymore. We
18 just had what we owned and it more or less kind of
19 pushed us out of the dairy business, but it was in my
20 heart and soul. I just loved the animals.

21 At that point my father decided I needed
22 to be emancipated at 15 and get into his business.
23 Well, that was great. It sounded big and important,
24 but since I lived with him and he paid all the expenses
25 I only got \$17 a week. The rest of the money had to go

1 to buy stock in his corporation. I guess that was my
2 education of hard knocks. You did what you had to do.
3 You didn't worry if you were a girl, a boy, a man or a
4 woman.

5 Through Gerald Hoist (phonetic) I got on
6 a Marine Fisheries Advisory Board representing the
7 oyster industry. Gerald made a difference in my life.
8 I admired him. Through that I got on the Fisheries
9 Advisory Board for the oyster industry.

10 In the past year, I became the President
11 of Louisiana Oyster Growers and Dealers Association,
12 which is going into their 50th year. I got involved
13 with Sea Grant, John Stupine (phonetic), which is
14 studying -- boards. In turn the advisory board sent me
15 to this Ag Leadership Program. I am wondering, what am
16 I doing here? It made me look back and realize, you
17 say you can bend a tree when it is young, but you can't
18 bend it when it gets older. I beg to differ. They did
19 bend this tree.

20 I got to see the other side of how when
21 you have an idea even though you are 100 percent right
22 you have to be able to talk to people. You have to
23 find out everybody's differences on this and sit down
24 as a group and you can work it out together. In
25 working it out together you will not lose. It is all

1 about everybody has to win and it would be better than
2 going up with your sleeves rolled up and ready to start
3 a fight like Woody Cruise was saying. I was one of the
4 people on that board that if I was right, I would stand
5 there and fight until I dropped. It is not about that.

6 Through Dr. Roberts and Gerald Hoist
7 giving a speech at an oyster convention they made us
8 aware that everybody needed VMP. I didn't know what in
9 the world they were talking about, but in the Ag
10 Leadership Program VMPs came up with forestry and we
11 got to know different organizations at VMP. Dr.
12 Roberts and Gerald Hoist advised the oyster industry
13 you need VMPs.

14 So as my project in Ag Leadership I wrote
15 a guideline for VMPs. I am not a writer. I don't have
16 a college education, not a speaker, but through
17 Extension I can find what I need and believe you me
18 they are there to help us. Without Extension Service,
19 I don't know what I would do. It is just like Sea
20 Grant. I have an oyster issue, I call John Stupine;
21 and if he can't tell me, he finds somebody that can.

22 Jefferson Parish Advisory Board we deal
23 with fishing issues both recreational and commercial.
24 Through the advisory board we started the Louisiana
25 State Fisheries Museum, which I am on the foundation

1 and task force. As much as I dreaded going to an Ag
2 Leadership Class, I just finished my last class and it
3 is almost heart breaking. Because it is like you wish
4 you could do it over again. Like, what did I miss? It
5 helped me so much. Through that I got involved with a
6 Master Farm Program.

7 I am kind of an entrepreneur. I have
8 been one all of my life. I was taught if you want
9 something bad enough in life, it is at an arm's reach;
10 keep going until you get it. I started raising beef
11 cattle on the Northshore. I had two houses, one in
12 Jefferson and one in the Northshore. Got involved with
13 beef cattle. Decided that I didn't want to do that. I
14 know I didn't want to milk cattle any more. It is too
15 hard and I am too old, but through the beef cattle I
16 got involved with the American Breeders Association, in
17 which I do a seed stock program. I got involved with a
18 VMPs on a farm. We are starting to do this through a
19 Master Farm Program with LSU and it has to be done and
20 somebody has to do it.

21 I mean, we have 4-H, but who is going to
22 guide these kids? Who is going to help them show what
23 works and what don't work? Unless we get involved and
24 actually be a leader and to me a leader is always --
25 somebody that thinks that I can get up there and make a

1 really good speech. And it is not all about book
2 learning. It is about on-hands experience and being
3 able to show people and prove that things work.

4 I got involved with water quality issues.
5 Again, Woody was at one of these meetings when they
6 came in and they were going to shove fresh water
7 diversion down the oyster farmers throats. They
8 weren't going to control it. We are not against fresh
9 water diversion. We need it. We have saline
10 monitoring which helps us because the salinity is too
11 high in the oyster industry. It will kill our oysters.
12 Yes, then we want fresh water diversion. Then when we
13 have too much rain from floods, then we need to turn
14 off these fresh water diversions.

15 I mean, all of these oyster fishermen
16 don't have a college education. They don't understand a
17 broad vocabulary. You have to be able to break things
18 down to them. They are also a show-me type of person. I
19 walked out of this meeting -- I was going to quit the
20 advisory board because they didn't want to talk and
21 they made us vote on this and I lost.

22 I walked out and I was going to quit.
23 After thinking about it for a while, I called the
24 Parish President. I told him it was unfair. They had
25 like nine people there. They were supposed to give us a

1 presentation and in turn they ended up making us vote
2 and I lost. I wanted equal time. I called a few of my
3 friends in Extension Service and found out that the
4 Parish President could rescind the vote and give me
5 equal time, supply me with a place to have a meeting.
6 Called all the fishermen from Grand Isle to Lafitte to
7 Plaquemines Parish and we worked out a solution for
8 controlled diversion.

9 This makes you really see that even
10 though somebody comes in there and they are better
11 prepared than you and they win, there is somebody
12 listening out there and people that will help you and
13 through all of this now we have controlled diversion.
14 I got involved with Coast 2050. I found out if you get
15 into a project early in the stages -- and believe you
16 me without this Ag Leadership Program this wouldn't
17 have been Carolyn's way of doing things. If you attend
18 these meetings, they listen to you. You can make a
19 difference. You can give them an input. And even
20 lobbying legislation, most of these men up there are
21 experts in certain fields. They are asked to vote on
22 millions of things. They don't understand. They don't
23 know, unless an individual that does these things on a
24 daily basis explains it to them, you know, they are not
25 interested, but if you are interested enough to tell

1 them, they will listen.

2 Don't know what else to tell you other
3 than I am involved in Farm Bureau. I think oyster
4 fishing is farming. It is one of the rare seafood's
5 that don't swim. You have to seed it. You need a
6 bottom to put it on. You have to care for it and
7 attend it regularly. I see where Farm Bureau can help
8 us there.

9 My goal as President is not deceiving
10 anybody in the oyster industry. I had to appoint four
11 people to the Governor's Task Force. I would have
12 liked to sit on it and learn, but I got thinking with
13 the oyster industry -- they separated and went with two
14 fields. And I think now it is time to bring it back
15 and have one industry. Not Plaquemines in the State of
16 Louisiana. Just one oyster industry that everybody can
17 work together and have a good input.

18 I decided to leave my task force alone
19 and work on more membership and coming closer together
20 with Farm Bureau. Through the beef industry I belong
21 to a ABBA, which it was unheard of in six years, got
22 real serious about the genetics and wanting to make the
23 perfect animal, which I don't think anybody found yet,
24 but I was lucky enough to win show cow of the year.

25 I got to be an international director and

1 taking advantage of trips to Mexico with the Live
2 Cattle Seminars; got involved with the parishes
3 archives building that they will be establishing. I
4 mean, we have a lot of history here in Jefferson. My
5 husband gets aggravated because I am always going to
6 someplace or doing something, but he just don't
7 understand nobody wants to get involved. And as long
8 as I can breath and squeeze things in I hope to be
9 there and get involved and answer the questions that
10 are needed.

11 I can't say enough about the Extension
12 Service and especially 4-H. I travel 17 states a year
13 and I have not ever met a bad child or a disrespectful
14 child that works with animals. Washington just don't
15 understand how important all these kids and Extension
16 Services are when you are doing VMP.

17 If you have any questions that I haven't
18 answered? Yes.

19 AUDIENCE SPEAKER:

20 You were shy at first when you got in the
21 Agriculture Leadership Program?

22 MRS. FALGOUT:

23 I wasn't shy and bashful, but when I
24 talked to my husband about getting into it, he,
25 especially the leadership program, he said, Carolyn,

1 there is no doubt in my mind that you are a leader and
2 he kind of hesitated and thought -- and Lenny thinks
3 before he says. My problem was I didn't. I just said
4 it from the heart and what I believed in. Then he says
5 I think you need to do that. You need to be more
6 diplomatic and through the leadership program it taught
7 me to look at the other points of other people's views.
8 Before then it was just right or wrong. You right, you
9 go for it. I mean, there are too many people out there,
10 on too many different issues that you have to work out
11 problems together and the only way it will work if
12 everybody wins. Thank you.

13 DR. SCHWAB:

14 We are just about up to our scheduled
15 time. Let's squeeze in Beth Gamble from Louisiana
16 State University.

17 MRS. GAMBLE:

18 That certainly is a hard person to
19 follow. I would like to commend her and thank you for
20 your enthusiasm and support of the Extension Service.

21 I represent the LSU Agriculture Center,
22 the Extension Service here in Orleans Parish. When I
23 was visiting with Phil this morning and sharing some of
24 the things that we have done in the urban area in
25 Orleans and he asked that I may share that with you

1 all.

2 I joined the Extension Service in 1972 as
3 a 4-H agent in East Baton Rouge Parish and we moved to
4 New Orleans in '75. When we moved to New Orleans it
5 was very interesting because as a farm girl there was
6 just so much to see and so much to address, so many
7 needs that it was absolutely overwhelming. Through the
8 Extension Service USDA back in 1990 we were given the
9 opportunity to submit a proposal for some grant funds.
10 One of the areas that really was made for New Orleans,
11 I think, was the opportunity to build a collaborative
12 effort between agencies within New Orleans that could
13 help support the Extension Service and in turn have the
14 Extension Service support these agencies. And through
15 the help of the administration at LSU Agriculture
16 Center we did get, received funding and were able to
17 continue receiving that funding for five consecutive
18 years.

19 Although it's been 10 years ago, we still
20 have the collaboration that we built back in 1990.
21 Many of our youth serving agencies have continued, many
22 new agencies, many of them do join, presently there are
23 40 of us working together to address the needs of youth
24 and family in Orleans.

25 We don't have much agriculture. We do

1 have the area of horticulture and urban forestry. We
2 found that our folks don't really know the true meaning
3 of agriculture and what agriculture means to them. By
4 working with families, we can increase the awareness of
5 agriculture statewide and nationally. That is what our
6 goal is. We do training twice a month, two hours a
7 training session and invite agencies, staff members who
8 work with youth and families in the New Orleans areas
9 to attend this training.

10 Upon their leaving the training they have
11 a lesson that is ready for them to go ahead and give to
12 their youth or to their families and even to their
13 other staff members, so this is a way that Extension
14 can touch lives of many people. We do have a small
15 staff, but we have a good staff, a very dedicated
16 staff, a very well-trained staff who are ready to learn
17 and work and meet the needs of the clients in the urban
18 area.

19 We do appreciate what CSREES does for the
20 urban population, but please don't ever forget us.
21 Thanks.

22 MR. SPURLING:

23 We are back on schedule almost. Harvey
24 Reed, Louisiana Agriculture Leadership Program is the
25 next speaker.

1 MR. REED:

2 Good morning. I would like to thank you
3 all for inviting me this morning just to speak to the
4 Ag Leadership Program and also some of the things that
5 we are doing here in New Orleans.

6 The main thing is that getting
7 involved in the Ag Leadership Program was really a
8 surprise to me because I didn't know it existed. I am
9 from New Orleans. I am also the President of the
10 Greater New Orleans Agriculture Coalition. Some of you
11 all may wonder why there is a coalition in New Orleans
12 dealing with agriculture? You have to realize that a
13 lot of people are moving from north Louisiana and above
14 the I-10 to our urban area. We felt as though there
15 was a dire need there for a coalition in our city that
16 was greatly needed.

17 Getting back to the leadership program.
18 Being approached by two Ag agents, one of them was the
19 Agent from Jefferson Parish and also one was the late
20 district director who advised me about the leadership
21 program. I didn't have a clue about the program, why
22 it existed and what it entailed as far as how it was
23 going to benefit me and also the City of New Orleans.

24 After serving in the leadership program
25 in the two years in -- I am a graduate of the year of

1 2000, the last class. I learned a lot in the class.
2 The training was really important. It really sharpened
3 me. It broadened my knowledge about the training of
4 agriculture. Because being there with other farmers
5 and other members in the farming communities, I learned
6 a lot mainly from them as well as the seminars in Reach
7 Out that was there for us over a two-year period. The
8 exposure was great. I was exposed to a lot things I
9 never would have been exposed to if I was not in the
10 leadership class.

11 I was still maintaining my status of
12 urbanite and did the things that urban community were
13 getting involved in. The meetings with those in
14 agriculture was important because the meetings outside
15 the class room was really important. There was a lot
16 of things that they advised us about agriculture.

17 I didn't figure out how did that apply to
18 our urban settings? After a series of meetings outside
19 of the classroom with other entities, I realized that
20 it was important because coming from the urban area
21 we are consumers, whereas we also have individuals that
22 do back yard farming and those that produce goods to
23 send to the farmer's market.

24 The travel was great. I learned a lot.
25 If I had my choice, I would have never gone to the

1 Stock Exchange in Chicago or visit a Congressman in
2 Washington, D.C. to discuss an agriculture issue. I
3 would have gone to see him about an urban issue, but
4 this time it was an Ag issue.

5 I realized it is important that our
6 brothers and sisters who are out there who get up at
7 2:00 or 3:00 o'clock in the morning to make sure we
8 have food on our table. We have individuals in our
9 city who you can still ask them where food comes from
10 they will say, from the supermarket, what have you, not
11 knowing that someone got up early that morning to do
12 something to the land to produce this particular item
13 to put food on our table. That was really important.

14 Because as I was explaining to Dr. Brown
15 earlier, being an urbanite we look at HUD to provide
16 housing to us. HUD would not feed us or what have you.
17 Agriculture, you have to realize that things that
18 happen to urban areas that applies to agriculture not
19 only that you will feed us, but also provides housing
20 and energy. Those three things are really important to
21 us in the urban area.

22 We have taken things for granted over the
23 years and now it is important to realize how important
24 agriculture is to your global area. Based upon the
25 situation that is going on in this world today, you

1 know, we are in a war with some things and some
2 individuals and just found out the other day on TV that
3 food that is being dropped in Afghanistan is going to
4 be poisoned by the Taliban to make us look bad or what
5 have you.

6 We have food in your country. We need to
7 do more about our food production or crop production
8 and how well we treat the farmers out there and work
9 with Extension has been a pleasure for me over the
10 last 16 years.

11 By trade, I am a landscape contractor by
12 trade. When I got involved in the Extension Service
13 that really led me in the right direction. From there
14 that led me to the Master Gardeners Program, which I
15 really thank them for that. On top of that they led me
16 to the leadership program.

17 In 1995 when we started the Ag Coalition
18 in New Orleans it was the Extension Service that came
19 to the table. It was Southern University, LSU that
20 came to the table to help us formulate this particular
21 organization. From there on -- from 1997 up until next
22 month it will be five years for us to hold Ag Awareness
23 Day in New Orleans area which encompasses a lot of

24 southern parishes and Extension agents are also
25 involved to bring Ag Awareness to our local community.

1 That is important to us. People need to know how
2 important agriculture is to our community.

3 Recently, the early part of this year, it
4 was Southern University, LSU, Alcorn State, we sat down
5 at the table with a non-governmental organization and
6 we collaborated to put the grant together for the
7 IFAFS. We weren't approved, nonetheless, we were able
8 to get Southern University, LSU and Alcorn State at the
9 table for us to sit down and work with us on this
10 particular grant. It was a few months later it was
11 Southern University and LSU again at the table as well
12 as Alcorn and another entity along with the Greater New
13 Orleans Agriculture Coalition who sat down and put
14 another grant in which we are still waiting to receive
15 some information. This is a Real America Grant
16 Funding.

17 Those things are important when you look
18 at what is going on in the urban areas. Just
19 because New Orleans, Jefferson Parish sits between all
20 rural areas don't count us out. We need your
21 assistance. We need to eat. We need to survey. We
22 need the Extension Service. We need the Agriculture
23 Center in this area here because it has been proven how

24 well the agriculture coalition works well with the
25 Agriculture Center at both Southern, LSU, as well as

24 where few people would even actually frequent, but
25 three is a Distance Learning Center that is being

1 utilized each and every day. Not by the Extension
2 Service, but it is being utilized by the school system
3 and also other entities that are there to bring
4 training into our urban area.

5 So as you can see how well CSREES needs
6 to keep the funding going for these particular entities
7 to make sure that the service we are receiving in the
8 urban areas still goes on. Because we don't want that
9 to be cut off because if it is cut off, you are cutting
10 off our food supply. You are cutting off our nutrition
11 supplies. You are cutting off our education supply.
12 Don't cut our supplies off.

13 Outreach is being done by both schools,
14 especially LSU and also Southern University because
15 they are two strong components in our state that helps
16 us out a great deal. Whenever we need information or
17 need assistance, we can go to these particular schools
18 and grant it we will get the information.

19 Our Ag agents are working with us
20 diligently. Our district agents are also working with
21 us. There hasn't been a time that we called and nobody
22 has put us on hold. They all responded to us.

23 The important thing about the agriculture

24 in our area is that we need to do more especially under
25 the Farmland Protection Program. You have to really

1 consider that. Our farmland is being sucked up, being
2 made gated communities and we are losing farmlands.
3 Just a few weeks ago myself and Mr. Charlie Campbell
4 did a two-day trip and also along with the Consulate
5 from Puerto Rico to visit the 4-H kids throughout the
6 state. Coming back from our northern trip we came
7 through New Iberia and also Lafayette. It was amazing
8 to see sugar cane fields in between commercial and also
9 industrial areas. So as you can see we are losing
10 farmland continuously.

11 We need to keep our farmland and not sell
12 it off to other countries because when they produce the
13 crop on that particular land, it doesn't stay here in
14 America. It goes back to that particular country.
15 Under the Farmland Protection Program that would give
16 us more money for us in the urban area and also in the
17 rural area to buy the land and do the farming. We need
18 to keep farm going. We keep farming going, we keep
19 Extension working. We keep the Ag Centers working.
20 Because why lose what has been given to us, our
21 farmland. When we came to America the first thing they
22 did was farm. When the lights go out, let it go out
23 while we are still farming.

24 All I ask that those of you that report
25 back to Washington, D.C. there is a strong concern for

1 those of us in the urban area how well important
2 agriculture, the agents, the schools, the Land Grants
3 of 1890 schools are important to us. It is just not
4 there for our kids to go get a four year education.
5 They are there for us to bring things back to our
6 community in order for us to be sustainable in order
7 for us to survive. Let us feed ourselves without
8 having anybody else feed us.

9 I just want to close and let you all
10 know, that please, increase the funding. Thank you.

11 DR. SCHWAB:

12 It is clear that the Agriculture
13 Leadership Program here in Louisiana is producing some
14 outstanding leaders and outstanding advocates on behalf
15 of the system.

16 Next on the program is Charles Campbell
17 from the Metro Area Agribusiness Council.

18 MR. CAMPBELL:

19 Good morning. It is a pleasure to be
20 here on behalf of the Greater New Orleans Area
21 Agribusiness Council. I would have brought some things
22 and brochures and things to tell you about the
23 activities of the council, but I was informed last
24 night that I was coming here. And due to the fact that
25 I keep my extensive files myself, I couldn't find a

1 blessed thing.

2 I do want to talk to you a little bit
3 about it, although I have to admit that right at this
4 point I am sort of like this farmhand walking down the
5 road dragging a rope. The farmer saw him and he said,
6 Johnny, why are you walking down the road just dragging
7 that rope? He said, boss, I am plum confused. He
8 said, what do you mean? He said, I don't know if I
9 done found a rope or lost a mule. I am sort of like
10 Johnny.

11 Anyway, as I view agriculture and the
12 place for agricultural organizations and those things
13 that are concerning to the farmer and to the consumer,
14 I see it as sort of like a triangle where you have the
15 farmer and the processor is on one point of this
16 triangle. You have the government on the other, both
17 legislative and executive, and in this particular
18 occasion, the USDA, and the organizations that they
19 work with.

20 The third part is farm organizations.
21 Organizations that represent agriculture and
22 agribusiness. We need all three of these points
23 interacting with each other constantly. All three has
24 to be able to function at their maximum ability, if we
25 are going to keep this country fed and clothed to the

1 point that there is enough food on the table.

2 I once had a lady ask me, you know, why,
3 what about this farming and everything and why should
4 it be? I asked her do you eat corn? Although, I come
5 from a rice farm. She said, yeah. I said how many
6 corns do you eat a day? Do you go to the grocery store
7 and buy the frozen corn or do you buy the kernels in
8 the can or do you buy it mixed with other things, do you
9 buy corn chips? How many ways can you go to the
10 supermarket and find corn?

11 All of these things happen because we
12 have a system that works and works well. To provide
13 enough food not only to feed everybody, but to support
14 those processing industries that give them the
15 opportunity to create all these fine items that we find
16 in the supermarkets today.

17 I think, you know, in recent events have
18 happened that emphasize the need for agriculture and
19 for people to understand what we do. There is a
20 definite communication need and the Agribusiness
21 Council fits in this scheme of things.

22 We recently found out the importance of
23 crop dusters, unfortunately, and it reminds me some
24 years -- for many years I served on the Board of
25 Directors of the World Trade Center here in New

1 Orleans. I told this story before. I had occasion to
2 go up to the World Trade Center in New York. While I
3 was there I presented myself to the staff of the World
4 Trade Center in New York because we have reciprocating
5 agreements.

6 A fine gentleman from New York was
7 showing me all around and showing me all the services
8 that the Center provides and so forth. We went up to
9 the top floor and looked out the huge glass windows
10 over the Port of New York. It is a beautiful view. I
11 thought I would use a little of my country humor on
12 him. I told him, I said, you know, I come from a small
13 town named Gueydan, Louisiana. There is a couple of
14 duster pilots there and I would like to bring them up
15 here. He looked at me kind of strange and he said,
16 why? I said because ain't neither one of them ever
17 been this high. But, you know, my humor went right back
18 passed him and he smiled because he knew I was making a
19 funny, but he didn't know what it was.

20 So I wanted to bring this out because to
21 put it into context of why the Agribusiness Council is
22 important and how we fit into things. I do have some
23 notes here. The Agribusiness Council depends on a
24 large part from the support and funding from the
25 Cooperative Extension Service. But we do do a number

1 of things, Harvey eluded to one awhile ago that I would
2 like to elaborate on a little bit more.

3 We sponsored the Southern Farm Forum. We
4 sponsor a number of these programs with the 4-H Clubs.
5 One of them is the District Livestock Show. The State
6 of Louisiana celebrates an anniversary with livestock
7 shows. They celebrated it at the same time we do with
8 our District Livestock Show because we were the first
9 such show in the state.

10 We do these things. We raise funds. We
11 do a number of things that are important to
12 agriculture. Some of the things that we do you know
13 that are and people are involved with, for example, in
14 the Agribusiness Council we are involved with the
15 chemical companies. People who provide chemicals and
16 services to agriculture, grain elevators, ports, large
17 industry, meaning Entergy Corporation which sells
18 electricity to a lot of farmers, and helps -- they are
19 very involved as well as the US Department of
20 Agriculture. This center here.

21 The many things that are done in order to
22 bring these people together and to make everyone of
23 them aware that we are part of the whole. You know,
24 the milk comes from the carton, but it got there from
25 the cow, as well as the bread, the loaf of bread got

1 there from the wheat on the farm.

2 All of these things are proper and we
3 work at these programs to help make the public know
4 because part of our problem is not only for the
5 country, but in the agriculture industry in this
6 country, you know, it is information. It is
7 communicating with the people of the world,
8 communicating with the people about agriculture. You
9 wonder why people would do something like they did in
10 New York at the World Trade Center, you know, they
11 don't seem to know about it. Maybe we haven't
12 communicated enough. In fact, you never know some of
13 those people act like they lived in caves, but this is
14 it. It is part of what we have to do. We fit
15 into this triangle.

16 The need to fund Cooperative Extension
17 Service. The need to fund research is never greater in
18 the history of this country than it is right now. We
19 don't know whether we will have the food we need to
20 eat. We cannot really depend that we will have it. We
21 have to be self-sufficient everywhere we can. I mean,
22 your coffee is going to come from somewhere else and so
23 will bananas, but a lot of -- when we get hurt
24 everybody is hurt. I know in Costa Rica, for example,
25 a lot of fresh fruits and vegetables set on the docks

1 and weren't loaded because the planes weren't flying.
2 They took a tremendous hit. They need to understand us
3 and we need to understand them. The importance of
4 agriculture is paramount. I think that is one of the
5 main things that I want to say.

6 We meet here the Agribusiness Council we
7 meet in the World Trade Center and we meet in locations
8 on the Northshore, along the River Parishes with people
9 of all walks of life and in all kinds of industry that
10 are interested in the survival and well-being of
11 agriculture. Those really are the people that make us
12 what we are today. We are unique sort of in many ways.

13 One of the programs that we sponsor here if
14 you want to find out what the health of America is and
15 what is the resolve of the country, I invite you to
16 come with us every year when we travel the state and
17 meet 4-H Clubs, league winners all over the state of
18 Louisiana.

19 I always come back and one of the first
20 things I have to tell my wife is when I get back is,
21 well, the world is going to survive. We have that kind
22 of people. One of the people we met this past time
23 was a young lady that lived on a wildlife preserve and
24 because of the remoteness of the area she didn't have a
25 telephone. But despite the fact that she didn't

1 have a telephone, let me tell you something, if you
2 would have went around with this little girl one day
3 and done the things she did in one day, you wouldn't
4 need a telephone because you would be too tired.

5 There are just that many outstanding
6 young people out there. It is always just such a
7 pleasure to recognize them and bring them here to New
8 Orleans and present them with a trip and awards and the
9 things that we do. That means so much to their lives.

10 I met a young lady up in Bastrop,
11 Louisiana, who was a former winner of our Good Provider
12 Program. She worked for a member of the Louisiana
13 Legislature and worked in Public Relations. She told
14 me this story. She said, you know, all these business
15 people are from New Orleans came over to visit me to
16 learn about what I do and my program. She said, I knew
17 about it ahead and they told me and I was kind of
18 nervous, but she tried to prepare because she knew we
19 were going to ask her about her projects and her
20 accomplishments in the 4-H Club, but she said just
21 having to present herself and to prepare and to think
22 about what she was going to say and do was a tremendous
23 challenge to her. It was an experience she never had
24 before and it was an experience that was an enormous
25 preparation for her in the life that she later chose.

1 So how we impact people and how we effect
2 them in so many ways I don't know. But I know that it
3 is profound. I know that the help that this
4 organization gives them is profound. With that I will
5 leave you.

6 MR. SPURLING:

7 Next we have Jon Brandt all the way from
8 Riley.

9 MR. BRANDT:

10 Thank you. I just got here, so I wanted
11 you to know that I was here.

12 I am Jon Brandt. I am head of the
13 Department of Agriculture Resources and Economics at
14 North Carolina State University and also a member of
15 C-FARE. I applaud CSREES for holding these listening
16 sessions and getting some feedback from us, your users.

17 As a social scientist and more
18 specifically as an agriculture economist, I appreciate
19 the programs that CSREES has sponsored over the years.
20 They have presented opportunities for colleagues in my
21 department to enhance the research and Extension
22 activities that we conduct.

23 I have been a strong advocate of my own
24 faculty to participate in through proposal writings the
25 various CSREES programs, NRI, IFAFS and others. I have

1 also served as a reviewer of these proposal activities
2 for a number of years. We have had some success in
3 these programs and I think they have allowed us to
4 address important research and now also Extension and
5 Outreach activities that face our states and certainly
6 our region in the southeast and the nation. Without
7 the funds that have been made available through these
8 research programs scientists around the country would
9 not be able to conduct the research that they and the
10 success rate that we have had in solving some of the
11 challenges facing our food and fiber sector -- would
12 be much lower or -- take longer to accomplish.

13 I raise up to you an important issue to
14 consider. I was, many years ago, among the group that
15 helped develop the early markets and trade and rural
16 development component of the NRI Program at that time.
17 Social scientists felt like this was a very important
18 beginning. As a researcher at the time, in my own
19 somewhat narrow world of research suggested that
20 opportunities for extramural funding were increased
21 with the NRI Program.

22 Social scientists and agriculture
23 economists, in particular, felt that the NRI Program was
24 a good beginning, a good start. It gave us access to
25 some funds that weren't available before. We have been

1 economic research is not limited, however, just to the
2 market and trade components of the NRI Program.
3 Virtually, all the important programs facing food,
4 agriculture and the agribusiness sector require, in
5 fact, multi-disciplinary efforts. I know you have
6 heard this before, but I think it bears repeating.

7 Anything that you can do to encourage or
8 enhance economic opportunities for economic research to
9 be an integral part of the project design in other
10 programs areas of the NRI, will, in my opinion, reap
11 large rewards in the discovery process. Economic and
12 other social science research is not periphery, but
13 primary in interdepartmental collaboration. Social
14 science members should serve as panel members of your
15 NRI Programs and that would be a necessary part of this
16 effort.

17 A relatively new program of CSREES is the
18 IFAFS Program. This program shows much promise in
19 creating opportunities for collaboration not only in
20 the area of research, but also in the engagement
21 function the Extension function.

22 A year ago I served as a panel member of
23 the IFAFS Program in bio-technology in Social Sciences.
24 This gave me an opportunity to review and evaluate a
25 large number of proposals that came into that activity.

1 Those proposals attempted to bring research and
2 Extension efforts together in the tasks of problem
3 identifications, solution and importantly, the
4 dissemination of results to users.

5 The fact that farmers and agribusiness
6 persons were also members of these review panels
7 brought a deeper sense of appreciation for the
8 important problems that face those stakeholders and
9 face us as a set of researchers and Extension workers.
10 I congratulate CSREES on this effort to bring this
11 program forward.

12 Once again I want to support the idea of
13 creating language in the RFPs for each of these areas
14 that encourages not only multi-functional activities,
15 research, teaching and extension, but also
16 multi-disciplinary collaboration of investigators.
17 Efforts to breakdown the walls between disciplines will
18 be rewarded with more innovative, relevant and what I
19 would call system problem solving activities.

20 In my evaluation of the proposals for the
21 IFAFS bio-technology area and their impacts, it became
22 clear early on that there were more good ideas to be
23 supported than there were funds available. While the
24 peer review panel process works to ensure that only the
25 very best proposals will receive support, it also tends

1 to insure that proposal writers will more often than
2 not be rejected by the process and be discouraged in the
3 grant writing efforts.

4 Two points stood out in the review
5 process. One is that significant attention was paid to
6 the research, education continuum. Proposals that
7 lacked either component was discounted. This process
8 then ensures not only that discovery or research is
9 important, but also that the information is shared with
10 and disseminated to actual users, whether they are
11 farmers or agribusiness persons or other peer users or
12 whatever.

13 Second, multi-university proposals were
14 rewarded. Again, the review panel recognized that the
15 persons with abilities to conduct research and
16 disseminate results do not reside in one department or
17 in one campus.

18 I hope IFAFS will continue to accept
19 proposals that are system oriented, that recognize the
20 need to bring economists together with engineers and
21 plant breeders and nutritionists when the issue calls
22 for this type of collaboration.

23 I encourage CSREES to seek increased
24 funding in this important area and I would expect that
25 based on the comments that we received from the Farmer

1 Agribusiness Reviewers on that particular team, you
2 will get much support from them in contacting key
3 members with Congress. I hope that you work diligently
4 to increase those funds.

5 I believe that the directors of
6 agriculture experiment stations across this country are
7 coming to realize more and more that many, if not all,
8 of the food and fiber production processing and
9 environmental challenges facing colleges of agriculture
10 have a very significant social science dimension to
11 them.

12 Simply finding new ways to produce more
13 is not sufficient to members of our society who take
14 safe, nutritious, inexpensive food purchased in the
15 grocery store or restaurant for granted. They have
16 important beliefs and perceptions about how the food is
17 produced, how resources are used in its production and
18 about the future sustainability of not only food
19 production but also the environment. This suggests that
20 economic risk assessment and society welfare issues
21 will need to be an integral part of the programs
22 sponsored by CSREES. If you agree with this
23 assessment, I hope that you will do all in your power
24 to award proposals that include economic and other
25 social science dimensions.

1 Let me reiterate that the agriculture
2 sector relies on science to make gains and efficient
3 production processing in retailing of food and fiber in
4 this country. That science then is often extended to
5 users around the world. Without USDA funds, scientists
6 and Land Grant universities and particularly those in
7 colleges of agriculture would not be able to continue
8 these discovery pursuits that result in the safe,
9 nutritious, secure, diverse and environmentally
10 friendly food supply that all in society enjoys today.

11 Efforts to renew and expand these
12 important programs, the NRI, IFAFS and others are
13 essential if we are to make further gains in the
14 effective and efficient use of our nation's resources
15 to produce food and fiber in an environmentally sound
16 manner. Thanks.

17 MR. SPURLING:

18 Next we have Jamie Roy, Character Counts
19 Program.

20 MRS. ROY:

21 Good morning. My name is Jamie Roy. I
22 am an employee of the LSU Ag Center here in New Orleans
23 charged primarily with Character Counts Program here in
24 our city. Just briefly, I am not sure if everyone is
25 familiar with the Character Counts Program.

1 About eight years ago a man by the name
2 of Michael Josephson founded the Josephson Institute of
3 Ethics to teach character to the young people in our
4 society. About three to four years ago it came to
5 Louisiana and in most of our parishes it is operating
6 today. The premise behind Character Counts is the next
7 generation, the youth in our country, will be the
8 stewards of our community and our nation and these
9 young people do not automatically develop good moral
10 character. Therefore, conscientious efforts must be
11 made to instruct young people in the values and
12 abilities necessary for moral decision making and for
13 moral conduct. That is where Character Counts comes
14 in.

15 It is a program based on six core ethical
16 values that transcends cultural, religious and
17 socioeconomic differences. The six core values that it
18 emphasizes are trustworthiness,
19 respect, responsibility, fairness, caring and
20 citizenship. Now, that you know a little bit about
21 Character Counts in general, I will tell you a little
22 bit about what is going on here in New Orleans.

23 We are in many of our city's public
24 schools and in all of the elementary after school
25 program called the ADEPT Program. It is an after

1 school program for school age children. Teachers
2 readily embrace this because they are actually looking
3 for something good to do with children in the after
4 school program.

5 Something else that we have done here is
6 for the past three years held a Character Counts Camp
7 for teens here in New Orleans where we spend two days
8 teaching them, introducing them to this program and
9 they in turn take the information that they learned to
10 begin Character Counts clubs in their local high
11 school. This past summer we involved some area
12 parishes, namely, Jefferson, Plaquemines and St.
13 Bernard in the Character Counts Program. It went over
14 very well.

15 We teach Character Counts in a variety of
16 ways. The method that is most emphasized is called a
17 Team Method, T-E-A-M. That is, that we teach, enforce,
18 advocate and model good character for our young people.

19 In New Orleans we are also completing a
20 one year assignment to teaching Ethics in the Work
21 Place, which is a component of the Character Counts
22 Program, to the New Orleans Police Officers. So weekly
23 the officers that receive in-service training also
24 receive a two and a half-hour block of Ethics in the
25 Work Place.

1 Another component of the program is
2 entitled Pursuing Victory with Honor. It is to teach
3 Character Counts in sports organization, every
4 organization from little league to high school and on
5 the college level as well because it is needed there
6 also.

7 This is a program that I very much
8 believe in and I don't think we can ignore the youth in
9 each of our cities and our nation at large. Formula
10 funding would allow states to develop or continue
11 Character Counts Programs that may already be in
12 existence through youth development programs such as
13 the 4-H Clubs. Though I believe that Character
14 education is first and foremost in our obligations to
15 families, school and youth service organizations also
16 have the responsibility to teach character to our young
17 people. Those responsibilities are best achieved when
18 all of these groups work in concert with each other.

19 The character and conduct of our youth
20 reflect the character and conduct of our society.
21 Therefore, every adult has a responsibility to teach
22 and model the core ethical values and promote the
23 development of good character.

24 One of the philosophers that is often
25 quoted when we teach Character Counts is the English

1 philosopher, Edmund Burke. He says that, all that is
2 necessary for evil to triumph is for good men to do
3 nothing. So let's make sure we are doing something.
4 Thank you very much.

5 DR. SCHWAB:

6 Thank you. The next person on the
7 program is also from the Character Counts Program,
8 Duane Carkum. He is not here.

9 We will move on to Ashley Wood from the
10 University of Florida who will talk about the ADEC
11 Internet RadioSource.net. ADEC has been a contributor
12 at our other meetings as well.

13 MR. WOOD:

14 Good morning. It is still a little bit
15 of morning left. I am Ashley Wood from the University
16 of Florida in Gainesville. I am very pleased to be here
17 to talk about the ADEC Grant Program and also a very
18 successful program administered through ADEC called
19 RadioSource Program. You can find RadioSource on the
20 Internet at www.RadioSource.net. I invite you to take
21 a look at what we have done.

22 To give you a little background on the
23 USDA Agricultural Tele-Communication Program, which is
24 administered through ADEC or the American Distance
25 Education Consortium. ADEC is a national grants

1 program to develop an agricultural communications
2 network using leading edge technology. It provides
3 financial assistance through the USDA for the
4 production and delivery of educational programs in
5 Agricultural Extension, Research and Academic Programs.
6 U.S. institutions of higher education are eligible for
7 grants. The program objectives are to encourage
8 institutions of higher education to share resource
9 applying modern technology such as, Internet and
10 wireless delivery to ensure that producers, processors,
11 researchers and the public has immediate access to
12 knowledge. Improve the competitive position of U.S.
13 Agriculture in international markets. Respond to food
14 safety and environmental concerns and improve the
15 training of students for careers in agriculture and
16 food industries. And to identify new uses for
17 agriculture commodities and increase demand.

18 Just to let you know a little bit about
19 the ADEC Grants Program, the Agriculture
20 Tele-Communication Program, the first year there were
21 13 grants awarded, \$873,000. In the previous year that
22 amount of money shrunk to \$400,000 of which there were
23 a total of over 200 institutions who were interested in
24 this program. Eighty-two grants were submitted and
25 only 23 full proposals were funded. The competition in

1 this program is fierce. The emphasis in this program
2 again is in leading edge technology, delivery of
3 information using leading edge technology and also in
4 collaboration among universities of higher learning.

5 In the information I passed out there is
6 a letter from Bob Sams, who was not able to attend one
7 of these sessions, but also talks about the interest of
8 the University of California in the ADEC Program. I
9 have also provided in that information a power-point
10 presentation which was presented recently at the
11 Agriculture Communicators and Education National
12 Technology Conference in Toronto. It was well received
13 this program called RadioSource. I will give you a
14 little information about that.

15 The emphasis on RadioSource is first to
16 provide a collaborative project that emphasizes the
17 delivery of Land Grant information through radio. A
18 lot of you know that there are radio programs in
19 universities. Our hope in the RadioSource Project was
20 to give people the opportunity in universities to first
21 save money by looking at the Internet for delivery of
22 this information. As you know, a lot of universities
23 use people to make the tapes and deliver to radio
24 stations. What we were attempting to do was to provide
25 an outlet through the Internet, so that kind of

1 function would cease. So far that has been very
2 successful.

3 The other idea of RadioSource was to
4 bring together as much information at one Internet
5 portal that is with a lot of states contributing to
6 that one portal. So that radio station would look to
7 that portal that source for Land Grant information. It
8 is provided in audio files, in digital format and
9 currently there are about 1300 maybe 1500 audio files
10 that are available to the radio stations through
11 RadioSource.

12 Originally there were five universities
13 that were interested in RadioSource, the University of
14 Kentucky, Texas A&M, University of Georgia, University
15 of Florida and Mississippi State. Since that time the
16 membership has grown to include the University of
17 Arkansas, University of Connecticut, Florida A&M
18 University, University of Illinois, Kansas State,
19 Louisiana State, New Mexico State University, North
20 Carolina State, Ohio, Purdue, South Dakota State,
21 University of Tennessee, Virginia Tech University. We
22 have prospective members at Fort Valley in Georgia,
23 University of Vermont and the University of Maryland.

24 The aim at RadioSource again was to
25 establish a Land Grant Internet Radio Network to

1 promote research universities. The model for
2 RadioSource was to have a centralized management model,
3 a portal, within which people, radio stations
4 primarily, could find this information, but a
5 distributed system, so that states actually post their
6 own Internet location. And it is a direction that
7 people use one portal to find that information, but it
8 is distributed from the universities that participate
9 in the project.

10 It is a true collaborative in that the
11 decision making in RadioSource is done by the
12 participating members. When there needs to be a change
13 in RadioSource, it is done as a collective direction or
14 a new idea. It is from the University of Florida that
15 the data base is established, but again it is a true
16 collaborative effort among many universities.

17 The audience for RadioSource, primarily
18 radio stations. Radio stations are becoming quite
19 savvy in the Internet and also in their ability to get
20 information in a digital form on line. We also looked
21 as a secondary source in what were Extension County
22 Faculty and Extension Specialist throughout the country
23 who would look to RadioSource to be able to find
24 information that had been produced by member states
25 and, of course, the general public. There are quite a

1 few people who visit the RadioSource site and get
2 information that is in the general public.

3 The direction that we wanted to take was
4 to get a website up and running, to produce the data
5 base and to continue to try to expand this network to
6 include other Land Grant universities where the
7 emphasis is on the 1990s, the tribal colleges and
8 universities and so to our 1890 members.

9 The emphasis now is to market RadioSource
10 all over the country. We recently marketed it at the
11 National Broadcast Association Meeting to try to tell
12 radio stations that this information was available. Our
13 continued emphasis through this grant program would be
14 to increase the information that is available there, to
15 increase to 2-3,000 audio files of information that
16 primarily will be emphasized once again with radio
17 stations, but with anyone in Extension that has a wish
18 to find out what the Land Grant universities are doing.

19 What we need to do is to look at what the
20 Agriculture Tele-Communication Program has, what it has
21 done for projects like RadioSource. We need to be able
22 to look at other innovative ideas from the Land Grant
23 universities and to find ways to increase the funding
24 within this Program. Again, the amount available was
25 \$400,000. If it is possible, it would be nice to be

1 able to increase that twofold.

2 Again, there are many innovative projects
3 that I have seen through ADEC that were not able to be
4 funded and many projects that were only half funded for
5 what was available. We hope to continue this program,
6 hope to expand it, if possible. I appreciate the
7 opportunity to talk about this program.

8 Any questions? Thank you.

9 MR. SPURLING:

10 I think that concludes everybody that we
11 had on the list. Is there anyone that was not on the
12 list that hasn't been called on that would like to be
13 on the record? If not, we are going to break until
14 1:00 o'clock for those who want to take part in a
15 round-table discussion, which will be based on those
16 issues that were pointed out in the federal register of
17 notice or anything else that anybody else wants to
18 bring up. We will meet back in this room at 1:00
19 o'clock for anyone interested in that.

20 (A lunch recess was taken at or about 12:10 p.m.)

21 (Round-table discussion was held at or about 1:00.
22 No record was taken of this discussion.)

23 (Conclusion of CSREES Listening Session at 2:25 p.m.)

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1 C E R T I F I C A T E

2 This certification is valid only for a
3 transcript accompanied by my original signature and
4 original stamp on this page.

5 I, Sharon C. Klein, Certified Court
6 Reporter in and for the State of Louisiana, as the
7 officer before whom this testimony was taken, do hereby
8 certify that the foregoing pages were reported by me in
9 the stenotype reporting method, was prepared and
10 transcribed by me or under my personal direction and
11 supervision, and is a true and correct transcript to
12 the best of my ability and understanding;

13 That I am not related to counsel or to
14 the parties herein, nor am I otherwise interested in
15 the outcome of this matter.

16 _____
17 SHARON C. KLEIN, #81018
18 Certified Court Reporter
19 State of Louisiana
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